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ABSTRACT

This report summarizes and documents the major technical aspects of the High School and Beyond First Follow-Up survey. Student data were collected (through questionnaires and tests) from samples of the 1980 High School and Beyond Base Year survey sophomore and senior cohorts, and school data from administrators. High school transcripts for a subsample of participating 1980 sophomores were also gathered. The purposes and major surveys of the National Center for Education Statistics' Longitudinal Studies Program are reviewed. The tests and questionnaires used for the Follow-Up Survey are described. Summary Base Year and detailed First Follow-Up information is provided on: sample design and implementation; data collection; data control and preparation; and data processing. Separate chapters are devoted to the technical aspects of the Transcripts Survey and the Course Offerings and Enrollments Survey. The appendices contain the questionnaires, correspondence from the pre-field and field periods, and critical items for each of the instruments. (BS)

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High School and Beyond  
First Follow-Up (1982)

Technical Report

June 1983

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## 1. OVERVIEW

In 1980, the National Opinion Research Center (NORC) conducted the Base Year survey of High School and Beyond (HS&B). In 1982, the First Follow-Up was conducted, as the first in a series of planned resurveys of students and schools from the Base Year sample. From February through May of 1982, NORC administered and collected First Follow-Up questionnaires for a sample of students who were seniors in 1980, as well as questionnaires and cognitive tests for a sample of students who were sophomores in 1980. At this time, NORC also surveyed school administrators and asked that they provide information on secondary level course offerings and enrollments for their institutions. During the fall of 1982, NORC conducted a Transcripts Survey, which was designed to collect high school transcripts for a subsample of 1980 sophomores who had completed First Follow-Up questionnaires. Simultaneously, course offerings and course enrollments not previously collected from schools were requested.

The purpose of this report is to summarize and document the major technical aspects of the First Follow-Up Survey, including the survey forms employed, sample design and implementation, data collection procedures, data control and preparation, and data processing. Separate chapters (chapters 7 and 8) are devoted to the technical aspects of the Transcripts Survey and the Course Offerings and Enrollments Survey.

Users of the various HS&B data files should consult the data user's manuals which provide extensive information regarding the five segments of the First Follow-Up Survey: the Senior Cohort, Sophomore Cohort, School Questionnaire, Course Offerings and Enrollments, and High School Transcripts data files. In addition, the HS&B First Follow-Up Sample Design Report provides detailed explanation of the First Follow-Up sample selection, weighting procedures, sampling variances and the implication of survey nonresponse for sample estimates and the precision of estimates derived from the sample.

To ensure that users are fully aware of the interrelationships among the many components of the High School and Beyond, this introductory chapter presents an overview of the entire study.

### 1.1 NCES' Longitudinal Studies Program

The mandate of the National Center for Education Statistics (NCES) includes the responsibility to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974 - Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on a nationally representative sample of high school students, NCES instituted the National Longitudinal Studies (NLS) program, a continuing long-term project. The general aim of the NLS program is to study longitudinally the educational, vocational, and personal development of high school students and the personal, familial, social, institutional, and cultural factors that may affect that development.

The NLS program was planned to utilize time-series data bases in two ways: (1) each cohort is surveyed at regular intervals over a span of years, and (2) comparable data is obtained from successive cohorts, permitting studies of trends relevant to educational and career development and societal roles. The NLS program consists of two major studies: The National Longitudinal Study of the High School Class of 1972 (NLS-72) and High School and Beyond (HS&B).

The first, NLS-72, began with the collection of comprehensive Base Year data from over 22,000 high school seniors in the spring of 1972. Four Follow-Up surveys were conducted in the fall and winter of 1972, 1974, 1976, and 1979, using a combination of mail surveys and personal and telephone interviews.

The second, HS&B, was designed to inform federal and state policy in the decade of the 1980s. HS&B began in 1980 with the collection of Base Year data on high school seniors and sophomores. The First Follow-Up study was conducted in the spring of 1982, and the second is scheduled for the spring of 1984.

## 1.2 History of High School and Beyond

### 1.2.1 Relation to NLS-72

High School and Beyond was designed to build on the NLS-72 in three ways. First, the Base Year of HS&B included a 1980 cohort of high school seniors that was directly comparable to the 1972 cohort. Replication of selected 1972 student questionnaire items and test items makes it possible to analyze changes that have occurred since 1972 and their relationship to recent federal policies and programs in education. Second, the introduction of a sophomore cohort provides data on the many critical educational and vocational choices made between the sophomore and senior years in high school, permitting a fuller understanding of the secondary school experience and its impact on students. Finally, HS&B has expanded the NLS-72 focus by collecting data on a broader range of lifecycle factors, such as family-formation behavior, intellectual development, and social participation.

### 1.2.2 Brief Description of Base Year

The Base Year survey was conducted in the spring of 1980. The study design included a highly stratified national probability sample of over 1,100 secondary schools as the first stage units of selection. In the second stage, 36 seniors and 36 sophomores were selected per school (in schools with fewer than 36 in either of these groups, all eligible students were included). Special efforts were made to identify twins and triplets among selected students, and non-selected twins and triplets were invited to participate in the study. (Data from non-sampled twins and triplets is not included in the student data files, but may be obtained in a separate Twin Data File linking questionnaire data for both sampled and non-sampled twins for special analyses.) Over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private high schools across the country participated in the Base Year survey. (Detailed information about the samples can be found in the HS&B Sample Design Report for the Base Year: Martin R. Frankel, Luane Kohnke, David Buonanno, and Roger Tourangeau, Sample Design Report, NORC, 1981.)

Several special strata were included in the sample with probabilities higher than their occurrence in the population to allow for study of certain types of schools or students. These included:

- Hispanic strata, with probabilities of selection to insure sufficient numbers of Cuban, Puerto Rican and Mexican students for separate analyses
- a stratum of Catholic schools with high proportions of black students
- a stratum of public alternative schools
- a stratum of private schools with high-achieving students

The Hispanic supplement to the sample was funded jointly by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), and the Office for Civil Rights (OCR) within the Department of Education. An additional supplementary sample was drawn from students attending Department of Defense Dependent Schools (DoDDS) located overseas. DoDDS students are not included in the data tapes distributed by NCES, however.

Survey instruments in the Base Year included:

- a school questionnaire
- student identification pages
- a sophomore questionnaire
- a senior questionnaire
- a series of cognitive tests for each cohort
- teacher comment checklist
- parent questionnaires (mailed to a sample of parents from both cohorts)

The student questionnaires focused on individual and family background, high school experiences, work experiences, and plans for the future. Cognitive tests administered to students measured both verbal and quantitative abilities. In addition, sophomore tests included achievement measures in science, writing, and civics, while seniors were asked to respond to tests measuring abstract and nonverbal abilities. Of the 194 test items administered to the HS&B senior cohort in the Base Year, 86 percent were identical to those given to the NLS-72 Base Year respondents. School questionnaires provided information about enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students. The teacher comment checklist provided teacher observations on students participating in the survey. The parent questionnaire elicited information about how family attitudes and financial planning affect postsecondary educational goals.

### 1.3 Overview of First Follow-Up Design

#### 1.3.1 Sample Design

The First Follow-Up sample consists of approximately 30,000 1980 sophomores and 12,000 1980 seniors. It retains the multistage, stratified, and clustered design of the Base Year sample. All students selected during the Base Year (including nonrespondents) had a probability of inclusion in the First Follow-Up. Unequal probabilities were compensated by weighting. NORC attempted to survey all 1980 sophomores (including Base Year nonrespondents) who were still enrolled in their original Base Year schools. Certain categories of 1980 sophomores no longer enrolled in their original schools were subsampled (as described below) and certain categories were sampled with certainty. A subsample of 11,500 students was selected from among the senior cohort Base Year participants. This subsampling was carried out so as to insure the analytic power to address policy issues in areas such as excellence in education, access to postsecondary education, need for financial aid, and the impact of education on career choices. A special sample of 495 students was selected from among 1980 senior Base Year nonrespondents. The First Follow-Up survey also included all non-sampled co-twins (and triplets) who had been identified and surveyed during the Base Year survey, provided that the sampled twin was retained for the follow-up. However, non-sampled twins are not included in the probability sample and are not weighted. Their data appear only on a separate twin data file.

As in the Base Year, the Hispanic Supplement to the First Follow-Up was supported by OBEMLA and OCR. In addition, the United States Army Recruiting Command (USARC) supported the retention in the First Follow-Up sample of 200 additional 1980 seniors who had moderate to high achievement scores but no plans for postsecondary education.

The First Follow-Up survey included a sample of students from the Department of Defense Dependents Schools (DoDDS). All DoDDS Base Year participants currently living overseas and all senior cohort Base Year participants living in the United States were included in the DoDDS follow-up sample. However, sophomore cohort Base Year participants living in the U.S. were not contacted for the First Follow-Up DoDDS survey. DoDDS students are not part of the main probability sample and are not weighted.

NORC attempted to obtain a school questionnaire and 1981-1982 course offerings and enrollment information from all schools selected in the Base Year (including Base Year nonresponding schools), except from schools that had no 1980 sophomores, had closed, or had merged with other schools in the sample. In addition, schools that had received pools of students from Base Year schools also were contacted to provide these materials. However, they were not included in the probability sample and were not weighted.

High school transcripts were collected for a subsample of 1980 sophomores who had been retained for the First Follow-Up. The sample of nearly 18,500 1980 sophomores maximized the size of these selected strata: twins, dropouts, student from private schools, selected minority groups, and students whose parents were surveyed in the Base Year.

### 1.3.2 Method of Administration

The survey design for the two cohorts utilized two basic methods of data collection: group administration of questionnaires and tests to the sophomore cohort, and mailed questionnaires to the senior cohort.

The sophomore group administrations were conducted in either the sampled students' high school or an appropriate location off-campus. The location of the administration depended on the survey member's school enrollment status during the data collection period (February through May 1982). Group administrations were scheduled off-campus for sample members who were no longer attending the sampled schools. These individuals (e.g., transfer students, dropouts, early graduates) were contacted by NORC Survey Representatives and brought together in small groups of two to six participants. The same survey administration procedures were followed for both types of group administration.

Senior cohort members received mailed questionnaires and were not retested. Nonresponders were followed up by trained telephone interviewers. Approximately 75 percent of the seniors completed and returned questionnaires by mail, and an additional 20 percent of the senior questionnaires were completed by either in-person or telephone interviews (a method of administration variable is included on the file; see section 5.8). Survey design required that respondents interviewed over the telephone have a copy of the questionnaire in front of them, to keep their survey experience as comparable as

possible to that of the majority of respondents, who filled out the questionnaires themselves.

School questionnaires were mailed to administrators. Nonrespondents to the mail request were contacted again by NORC Survey Representatives, who collected the remaining questionnaires when they visited the schools to conduct student survey activities. When follow-up efforts were made to collect course offerings enrollments, and transcripts, an additional 100 school questionnaires were obtained. Twelve of these were completed over the telephone. The course offerings, enrollments, and student transcripts, returned by mail, were processed by NORC staff.

## 2. DATA COLLECTION INSTRUMENTS

Information in the High School and Beyond data base comes primarily from questionnaires filled out by students, school administrators, teachers, and parents of students. This data is supplemented by a variety of other materials, including information on courses taught at sampled schools, the numbers of students enrolled in those courses, and information from students' high school transcripts. (The protocols and procedures governing the transmittal of this information are described in the chapters 5 and 6.) Consult the respective Base Year data user's manuals regarding the surveys of teachers and parents of students. Below, the features of the student and school questionnaires used for the first two waves of High School and Beyond are described. Base Year and First Follow-Up senior cohort, sophomore cohort, and the school questionnaires are reproduced in Appendix A.

### 2.1 Student Questionnaires

The Base Year senior and sophomore questionnaires were very similar. Approximately three-fourths of the items in each version were common to both. Most of the questions in both versions focused on students' behavior and experiences in the secondary school setting. Also included were questions about employment outside the school, postsecondary educational and occupational aspirations, and personal and family background, and a small number of questions about personal attitudes and beliefs. The First Follow-Up survey included three major questionnaire versions and two smaller supplementary questionnaires. The 1980 senior cohort First Follow-Up Questionnaire, administered to all members of the elder cohort, differed from the sophomore questionnaire in that it emphasized postsecondary school and work experiences while the sophomore questionnaire focused more on high school experiences. The First Follow-Up survey questionnaire for 1980 sophomores, administered to all sophomores except those who left high school prior to graduation, replicates nearly all the items used in the Base Year questionnaire. Those students who left high school prior to graduation completed the "1980 Sophomore Cohort (Not Currently in High School) Questionnaire." A "Transfer Supplement" was completed by all 1980 sophomores attending a high school other than their sampled Base Year high school, and students who graduated early (before March, 1982) from their Base Year high school were asked to complete an "Early Graduate Supplement." (See Appendix C for copies of the Student Questionnaires.)

### 2.1.1 1980 Senior Cohort Questionnaire

Most of the First Follow-Up questions can be traced through the Base Year senior instrument or to the NLS-72 fourth Follow-Up Questionnaire. Content areas in the senior questionnaire include education (amount and type of postsecondary schooling completed, data on schools attended, school financing, educational expectations and aspirations, and non-school-based postsecondary training), work (labor force participation, detailed job histories, aspirations, military service), financial status (dependency, income), marital status (spouses' occupation, education, dependents), and demographics (household composition, race, sex, ethnicity, etc.). Approximately 30 items in the instrument were identified as "critical or key" questions, for which data was to be retrieved from respondents if necessary. (Critical questions can be identified in the instruments by the small circle located under the question number.)

### 2.1.2 1980 Sophomore Cohort Questionnaire

The purpose of the follow-up sophomore questionnaire was to document secondary school experiences, especially shifts in attitudes and values since the Base Year, and to document work experiences and plans for postsecondary education. Almost all of the First Follow-Up questions had been asked in the Base Year--most were from the sophomore document, but many had appeared in the senior questionnaire only. Content areas included: education (high school program, courses taken, grades, standardized tests taken, attendance and disciplinary behavior, parental involvement, extracurricular and leisure activities, assessment of quality of school and teachers), postsecondary education (goals, expectations, plans, and financing), work/labor force participation (occupational goals, attitudes toward military service), demographics (parents' education, father's occupation, family composition, school age siblings, family income, marital status, race, ethnicity, sex, birthdate, physical handicaps), and values (attitudes toward life goals, feelings about self, etc.).

As with the senior questionnaire, approximately 30 items were identified as critical items in the sophomore questionnaire.

### 2.1.3 1980 Sophomore Cohort (Not Currently in High School) Questionnaire

This questionnaire was designed for persons who had dropped out of high school. It focused on the reasons for dropping out and its impact on students' educational and career development. About a dozen of the items were developed specially for the situation of leaving school before completion; the remainder of the questionnaire was made up of items used either in the regular 1980 sophomore cohort questionnaire or the 1980 senior cohort instrument. Content areas included: circumstances of leaving school (reasons for leaving, evaluation of decision, plans for obtaining high school diploma or equivalent); participation in training programs and other postsecondary education; work (labor force participation, detailed job history, aspirations, Armed Forces service); financial status (dependency, income); marital status (spouse's education, occupation, dependents); demographics (parents' education, father's occupation, race, sex, ethnicity, date of birth); and other personal characteristics (physical handicaps, values, feelings about self).

### 2.1.4 Transfer Supplement

This supplement was completed by members of the sophomore cohort who had transferred out of the Base Year sample high school to another high school. All of the items in the transfer supplement were new items (except a few that were taken from the school questionnaire). Content areas included: reasons for transferring and for selecting a particular school; identification of school, location, grade respondent was in when transferred, entrance requirements, length of interruption in schooling (if any) and reason, type of school (general, specialized), size of student body, grades. The supplement was brief, taking about 10 minutes to complete.

### 2.1.5 Early Graduate Supplement

This supplement was developed for members of the sophomore cohort who graduated from high school ahead of schedule. Its intent was to document reasons for and circumstances of early graduation, the adjustments required to finish early, and respondents' activities compared with those of other out-of-school survey members (i.e., dropouts, 1980 seniors.) Content areas included: reasons for graduating early, when decision was made (what grade), persons involved in the decision, course adjustments required, school

requirements, and postsecondary education and work experience (the questions for the last area were identical to those in the senior cohort instrument). This supplement took about 10 to 15 minutes to complete.

## 2.2 Cognitive Tests

The sophomore cohort was administered the same test in both the Base Year and the First Follow-Up; the senior cohort was not retested in the First Follow-Up. The content of these tests is briefly described below.

### 2.2.1 Sophomore Test

The sophomore test covered the following areas:

1. Vocabulary (21 items, 7 minutes). A brief test using synonym format.
2. Reading (20 items, 15 minutes). A test based on short passages (100-200 words) with several related questions concerning a variety of reading skills (analysis, interpretation) but focusing on straightforward comprehension.
3. Mathematics (38 items, 21 minutes). Quantitative comparisons in which the student indicates which of two quantities is greater, or asserts their equality or the lack of sufficient data to determine which quantity is greater.
4. Science (20 items, 10 minutes). A brief test of science knowledge and scientific reasoning ability.
5. Writing (17 items, 10 minutes). A test of writing ability and knowledge of basic grammar.
6. Civics Education (10 questions, 5 minutes). A test of students' knowledge of various principles of law, government, and social behavior.

### 2.2.2 Senior Test

The senior test consisted of the following:

1. Vocabulary (27 items, 9 minutes). A brief test using synonym format.
2. Reading (20 items, 15 minutes). A test based on short passages (100-200 words) with several related questions concerning a variety of reading skills (analysis, interpretation) but focusing on straightforward comprehension.

3. Mathematics (33 items, 19 minutes). Quantitative comparisons in which the student indicates which of two quantities is greater, or asserts their equality or the lack of sufficient data to determine which quantity is greater.
4. Picture Number (15 items, 5 minutes). A test of associative memory consisting of a series of drawings of familiar objects each paired with a number. The student, after studying the picture number pairs, is asked to recall the number associated with each object.
5. Mosaic Comparisons (89 items, 6 minutes). A test measuring perceptual speed and accuracy through items that require that small differences be detected between pairs of otherwise identical mosaics or tile-like patterns.
6. Visualization in Three Dimensions (16 items, 9 minutes). Students were asked to visualize the shape a flat piece of metal (represented by a line drawing) might assume if folded along a specified line, and select this three-dimensional shape from a group of possible answers.
7. Questions About the Test (5 minutes). Students were asked how they felt about taking the test, and how important they thought the various abilities it measured would be to them later in life.

### 2.3 School Questionnaire

In both the Base Year and First Follow-Up surveys, principals and headmasters (or their designates) were asked to complete questionnaires containing basic questions on such institutional characteristics as type of control, ownership, total enrollment, proportions of students and faculty belonging to policy-relevant groups, participation in Federal programs, and per pupil expenditures.

### 3. SAMPLE DESIGN AND IMPLEMENTATION

During the High School and Beyond Base Year survey, a national probability sample of 1,015 high schools was selected. These schools served first-stage units (clusters) for the ultimate selection of a sample of high school students. However, because the sample of schools was chosen scientifically, it can also be used in its own right to construct estimates for the population of U.S. high schools that had sophomores and seniors (or both) enrolled in 1980. Proper use of this sample, however, requires the use of school-level weights. Appropriate weights for each school were calculated during the Base Year. These weights adjust for differential probabilities of selection between schools and for differential nonresponse rates between sampling strata. Since every school that participated in the Base Year survey (with certain exceptions, noted in section 3.2) was included in the sample for the First Follow-Up survey, the Base Year school weights can be used to develop estimates for First Follow-Up schools as well. To understand the rationale behind the weighting scheme, however, it is necessary to understand the Base Year sample design and the procedures that were followed in calculating the weights.

Sections 3.1 and 3.2 describe the Base Year sample design and First Follow-Up survey plan. Section 3.3 describes the First Follow-Up student selection procedures. Sections 3.4 and 3.5 explain the weighting procedures developed in the Base Year, and section 3.6 describes standard errors and design effects: The sampling scheme for the transcript survey involved subsampling in the 1980 sophomores retained for the First Follow-Up and is discussed in sections 7.1 and 7.2.

#### 3.1 Base Year Sample Design<sup>1</sup>

In the Base Year, students were selected through a two-stage, stratified probability sample with schools as the first stage units and students within schools as the second stage units. With the exception of certain special strata, which were oversampled, schools were selected with probability

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<sup>1</sup> For further details on the Base Year sample design see Martin R. Frankel, Luane Kohnke, David Buonanno, and Roger Tourangeau, Sample Design Report, NORC, 1981.

proportional to the estimated enrollment in their 10th and 12th grades. For the Base Year, a sample of 1,122 schools was selected from a sampling frame of 24,725 high schools. Within each school, 36 seniors and 36 sophomores were randomly selected. In those schools with fewer than 36 seniors or 36 sophomores, all eligible students were drawn in the sample. Sampling rates for each stratum were set so as to select in each stratum the number of schools needed to satisfy study design criteria regarding minimum sample sizes for certain types of schools. As a result, some schools had a very high probability of inclusion in the sample (in some cases equal to 1.0) while others had a very low probability of inclusion. The total number of schools selected for the sample was 1,122, from a frame of 24,725 schools with grades 10 or 12 or both.<sup>2</sup> Sampling strata and the number of schools selected in each are shown in Table 3.1-1.

Substitution was carried out for schools that refused to participate in the survey, but there was no substitution for students who refused, whose parents refused, or who were absent on Survey Day and make-up days.<sup>3</sup> Substitution for refusal schools was carried out only within strata. In certain cases no substitution was possible because a school was the sole member of its stratum. The realization of the sample by stratum is shown in Table 3.1-2. Although the sample design specified that students in all but the special strata would be selected with approximately equal probabilities,

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<sup>2</sup> The sampling frame, defined as the universe of high schools in the United States, was obtained from the 1978 list of U.S. elementary and secondary schools of the Curriculum Information Center, a private firm. This was supplemented by the NCES lists of public and private elementary and secondary schools. Any school listed in any of these files that contained a 10th grade, a 12th grade, or both was made part of the frame.

<sup>3</sup> Apart from substitution for schools that refused, there were a number of schools in the originally-drawn sample that were "out-of-scope," failing to fit the criteria for inclusion in the sample. The sample was then augmented through selection of an additional school for each out-of-scope school, within major strata. Most of the out-of-scope schools were area vocational schools, having no enrollment of their own, although they were listed in the frame as having enrollments.

TABLE 3.1-1

## High School and Beyond Base Year School Sample Selections

<u>Special Strata (oversampled)</u>	<u>Number</u>
Alternative public	50
Cuban public	20-a
Cuban Catholic	10-a
Other Hispanic public	106-a
High performance private	12
Other non-Catholic private (stratified by four census regions)	38
Black Catholic	30-a
 <u>Regular Strata (not oversampled)</u>	
Regular Catholic (stratified by four census regions)	48
Regular public (stratified by nine census divisions; racial composition; enrollment; central-city, suburban, rural)	808
	<u>1,122</u>

<sup>a</sup>These schools were defined as those having 30 percent or more of enrollment from the indicated subgroup.

the probabilities are only roughly equal. In addition, the students in special strata were selected with higher probabilities, in some strata with extremely high probabilities. Moreover, the sample as realized also did not equal the sample as drawn, creating further deviations from a self-weighting sample. Consequently, weights were introduced for schools and for students, which give each school or each student a weight equal to the number of schools or students in the universe of schools or students represented by that school or student. Since each student's overall selection probability (hence weight) was further influenced by the sample design for the First Follow-Up, the derivation of student case weights is discussed below. Calculation of school weights is described in section 3.4.2.

Use of weights should lead to correct estimates (within sampling error) of the population of 10th and 12th grade students in United States schools in spring, 1980, and correct estimates of subgroups within it. If comparison with other data sources strongly indicates that certain population estimates are too high or too low, further adjustment of weights may be carried out in future versions of public use files. Preliminary comparisons

TABLE 3.1-2  
High School and Beyond Base Year Sample Realization

<u>Stage 1: Sampling of Schools</u>				
Stratum	Drawn in sample	Original schools*	Substituted schools	Total realized
Regular public	808	585	150	735
Alternative public	50	41	4	45
Cuban public	20	11	--	11
Other Hispanic public	106	72	30	102
Regular Catholic	48	40	5	45
Black Catholic	30	23	7	30
Cuban Catholic	10	7	2	9
High performance private	12	9	2	11
Other non-Catholic private	38	23	4	27
TOTAL	1,122	811	204	1,015

<u>Stage 2: Sampling of Students</u>						
	Total drawn in sample	Absent, both Survey and Make-up days	Student refused	Parent refused	Partial materials missing**	Total realized
Number	70,704	8,278	1,759	223	2,174	58,270
Percent	100	12	3	-	3	82

\*Includes additional selections made when schools were found to be out-of-scope.

\*\*Unusable because critical survey materials missing.

have shown that the current weights give estimates reasonably close to those from other data sources.

### 3.2 First Follow-Up Sample Design

The First Follow-Up sample was based on the High School and Beyond Base Year sample, retaining the essential features of a multi-stage, stratified, and clustered design. The important features of the First Follow-Up design are as follows:

All schools selected for the Base Year sample were contacted for participation in the First Follow-Up school survey except those that had no 1980 sophomores, had closed, or had merged with other schools in the sample. Of the 1,015 schools that participated in the Base Year survey, a total of 40

were dropped from the First Follow-Up sample: 11 because they had no sophomores in the Base Year, 5 because they had merged with other schools already in the sample, 17 because they were junior high schools or schools that were closed, sending all their 1980 students to a single "target school," and 7 because they had closed and sent their 1980 students to a large number of geographically dispersed schools. The 17 "target schools" that had received pools of Base Year students were included in survey activities but not added to the probability sample. Thus, 975 schools from the Base Year sample and these additional 17 schools not in the probability sample were contacted for First Follow-Up student and school questionnaire activities and for course offerings and enrollments.

Students (1980 sophomores) still enrolled in their original Base Year schools were retained with certainty, since re-surveying and retesting them was relatively inexpensive due to the Base Year clustered design.

Sophomore cohort students no longer attending their original Base Year schools (e.g., dropouts, early graduates, and those who had transferred as individuals to a new school) were subsampled. Certain groups were retained with higher probabilities in order to support statistical research on such policy issues as excellence of education throughout the society, access to postsecondary education, and transition from school to the labor force.

A sample of 495 senior cohort Base Year nonparticipants was selected to provide information about possible bias due to Base Year nonparticipation.

Senior cohort cases that were subsampled were selected with probability proportional to Base Year weight, in order to reduce the overall variability of weights in the sample and thereby increase the statistical efficiency of the First Follow-Up 1980 senior sample.

### 3.3 First Follow-Up Student Selection Procedures

This section describes the procedures used to select the First Follow-Up cohort samples. Sampling procedures for seniors and for sophomores were different. Sophomore procedures are described first, followed by senior procedures.

3.3.1 1980 Sophomore Cohort

3.3.1.1 Currently Enrolled Students

All 1980 sophomore cohort students selected for the Base Year sample were selected with certainty for the First Follow-Up if they were still enrolled in their Base Year schools at the time of the First Follow-Up Survey Day at the school. Students who transferred as a class to a different school were considered in-school if their original school had been a junior high school, had closed, or had merged with another school. Students who had graduated early or had transferred as individuals to other schools were treated as school leavers for purposes of sampling.

3.3.1.2 School Leavers

1980 sophomore cohort school leavers were selected with certainty or according to predesignated rates designed to produce approximately the number of completed cases needed for each of several different sample categories. School leavers who did not participate in the Base Year were given a selection probability of 0.1. Table 3.3-1 shows the number of currently enrolled students and school leavers selected in each major school stratum.

Table 3.3-1

Sample Allocation for First Follow-Up of 1980 Sophomore Cohort

Original Base Year School Stratum	Student Status				Total
	Currently* Enrolled	Drop-Out	Transfer	Early Graduate	
Regular public	18,684	1,932	796	493	21,905
Alternative public	672	184	58	39	953
Cuban public	220	52	17	30	319
Other Hispanic public	2,375	336	121	86	2,918
Regular Catholic	1,372	19	57	10	1,458
Black Catholic	780	32	128	11	951
Cuban Catholic	252	15	25	8	300
High performance private	336	0	15	4	355
Other non-Catholic private	459	31	73	15	578
<b>TOTAL</b>	<b>25,150</b>	<b>2,601</b>	<b>1,290</b>	<b>696</b>	<b>29,737</b>

\* Currently enrolled in Base Year (or other related) school.

### 3.3.2 1980 Senior Cohort

All 1980 senior cohort students selected for the Base Year sample had a known, non-zero chance of selection for the First Follow-Up survey. The First Follow-Up sample consists of 11,995 selections from the Base Year sample. This total includes 11,500 selections from among the 28,240 Base Year participants and 495 selections from among the 6,741 Base Year nonparticipants. In addition, 204 non-sampled co-twins or triplets (not part of the probability sample) were included in the First Follow-Up survey.

Several features of the senior cohort sampling design enhance its usefulness. First, the inclusion of 495 Base Year nonrespondents facilitates the estimation of nonresponse bias in Base Year data. Second, the selection of 1,500 additional Hispanic students beyond the number expected in the NCES core sample allows more complex, detailed analysis of Hispanic student outcomes. (This supplementary sample is supported by the Office for Bilingual Education and Minority Affairs and by the Office for Civil Rights.) Third, since the sampling plan called for retention in the First Follow-Up of less than one-half of the 1980 seniors who had participated in the Base Year survey, it was important to devise a subsampling plan that would retain in the follow-up sample sufficient numbers of students with the kinds of characteristics that past research had indicated would be required for certain kinds of policy analysis. This meant identifying these students and adjusting the subsampling rates so as to retain sufficient numbers of them. Thus, the First Follow-Up sample, though much smaller, is able to provide estimates for certain subclasses that are nearly as precise, statistically, as those of the larger Base Year sample. The sample allocation is shown in Table 3.3-2.

The sample of 495 students from the pool of Base Year nonrespondents was drawn in two stages. First, 404 schools were selected with probabilities based upon the number of nonrespondents and Base Year sampling weights. From the 404 selected schools, individual nonrespondents were selected by sequence number from the original Base Year sample rosters. A single selection was made in 318 schools; in 86 schools, two or more nonrespondents were selected.

Table 3.3-2

Sample Allocation for First Follow-Up of 1980 Senior Cohort

Subgroup	Twin Data	Parent Data	Twin and Parent Data	Neither Twin Nor Parent Data	Total (b)
<b>Base Year Participants:</b>					
Hispanic (a)					
High Achievement (c)	4	70	2	583	659
Others	15	264	5	1,557*	1,841
Asian	3	72	0	479	554
American Indian	2	21	1	184	208
Black					
High Achievement (c)	7	73	0	474	554
Others	36	307	4	2,099*	2,446
White					
Low SES/High Achievement (d)	0	63	1	452	516
Other	168	1,305 (f)	21	2,620* (g)	4,114
Missing Data (e)	17	27	0	356*	400
All Others	3	86	0	119*	208
Base Year Nonparticipants					495*
PROBABILITY SAMPLE TOTAL	255	2,288	34	8,923	11,995
Non-Sampled Co-twins	204				204
TOTAL IN SURVEY					12,199

\* These cells were subsampled.

- (a) Includes Hispanic supplement of 1,000 students.
- (b) Includes USARC supplement. Total number of moderate to high achieving males with no college plans is 947.
- (c) High achievement for Black and Hispanic students is defined as having a composite High School and Beyond test score above the weighted mean for the entire population.
- (d) Among Whites, low SES is defined as the lowest quartile of the composite SES score distribution for the entire population. High Achievement is defined as a composite High School and Beyond test score in the highest quartile for the entire population.
- (e) Cases in this row are Whites who are missing data on either the composite SES score or the composite High School and Beyond test score.
- (f) Cases in this cell are students whose parents provided data and who reported in 1980 that their main activity after high school would involve postsecondary education.
- (g) Cases in this cell include approximately 160 selections from the group of 875 "other Whites" with parent data who had no plans for postsecondary education and thus were not reselected with certainty.

### 3.4 Weighting of the Sample

#### 3.4.1 General Approach to Weighting

The general purpose of the weighting scheme was to compensate for unequal probabilities of selection (retention) for the follow-up survey and to adjust for the fact that not all individuals selected for participation in the survey actually participated. The weights are based on the inverse of the probabilities of selection through all stages of the sample selection process and on nonresponse adjustment factors computed within weighting cells. A raw weight, unadjusted for nonresponse in the First Follow-Up, was also calculated.

#### 3.4.2 Weights Applied to School Level Data

Since every school that participated in the Base Year survey (with certain exceptions noted in section 3.2) was included in the sample for the First Follow-Up survey, the Base Year school weights can be used to develop estimates for First Follow-Up schools as well. These weights calculated during the Base Year, incorporate a nonresponse adjustment that compensates for the fact that of the 1,122 schools selected in the Base Year, only 1,015 allowed students to participate in the survey. However, the weights do not adjust for the fact that of the 1,015 "participating" schools, only 996 completed a Base Year school questionnaire. The reason for this is that 996 of 1,015 represents a 98 percent completion rate, and it was felt that an adjustment for two percent nonresponse would not significantly affect estimates of school questionnaire items.

In the First Follow-Up survey, 956 of the 975 eligible schools completed a First Follow-Up school questionnaire. This represents a nonresponse rate of less than two percent. Again, it was not felt necessary to adjust for this level of "instrument" nonresponse. This decision was influenced by the fact that the Base Year and First Follow-Up school questionnaires gathered very similar information and that information is available in either the Base Year or First Follow-Up data files for 1,012 of the 1,015 schools in the probability sample.

Lists of courses offered in the 1981-82 academic year were supplied by 941 (97 percent) of the 975 eligible schools. Collection of enrollment data proved to be somewhat problematic: adequate data on course enrollments was received from only 762 (78 percent) of the eligible schools. As explained in

section 8.2, although school weights were not adjusted for nonresponse to the school questionnaire or course offerings requests, adjustments to the weights were calculated to compensate for nonresponse to the requirement for course enrollments. The Course Offerings and Course Enrollments Data File thus contains two school weights, one for use in the analysis of school questionnaire or course offerings data, and a second for use in the analysis of enrollment figures along with other data.

During the Base Year survey, a weight was computed for each of the 1,015 schools in the probability sample and for each student selected in these schools. A school's weight was based on its probability of selection and on a factor that adjusted for the nonparticipation or ineligibility of some selected schools.

The school-level weight was calculated as

$$W_{1hi} = 1/P_{1hi} \times AF_{1h}$$

where

$P_{1hi}$  = the probability of selection for school  $i$  in stratum  $h$ ,

$AF_{1h}$  = a factor that adjusts for ineligibility and nonparticipation at the school level within stratum  $h$ . (See Frankel, et al., 1981, especially p. 153, for a detailed discussion of these weighting procedures.)

Table 3.4-1 displays the statistical characteristics of the school-level weights. A school's weight equals the number of schools represented by the school in the universe of eligible schools. Therefore, the mean weight of 20.9 indicates that the average school in the sample represents about 21 schools in the universe of eligible schools. However, the minimum weight of 1.00 shows that some schools (those selected with certainty) represent only themselves. The maximum weight of 169 shows that some schools (those selected with low probabilities) represent a large number of eligible schools. The Base Year school weights sum to a total of 21,174. This indicates that the 1,015 schools in the High School and Beyond sample represent a population of about 21,174 schools that had sophomore and/or senior enrollment in 1980. This is less than the number of schools on the original sampling frame (24,725) because a certain proportion of the sampled schools failed to meet the definition of an eligible school. (Only schools that had sophomore or senior students, or both, enrolled in 1980 were eligible for the sample. See

Frankel, et al., 1981, Chapter 4 for a discussion of schools found ineligible during the Base Year.) In fact, the survey results indicate that only approximately 21,174 schools out of the 24,725 had sophomore and/or senior students in 1980.

Table 3.4-1

High School and Beyond Base Year and First Follow-Up  
Statistical Properties of School Sample Weights

Mean	20.9
Standard Deviation	30.4
Coefficient of Variation	1.45
Minimum	1.00
Maximum	169.00
Skewness	3.04
Kurtosis	9.35
Number of Cases	1,015.00

3.4.2.1 Nonresponse Adjustments to School Weights  
for Use with Course Enrollments

As indicated in section 3.4.2 above, although school-level response to requests for questionnaire and course offerings was at a very high level (97 to 98 percent), a substantial proportion of schools were unable to provide data on total enrollments for the courses offered during the 1981-82 academic year. As a result, estimates of population parameters based on enrollment data from responding schools may be biased. The extent of any bias in the estimation of statistics such as means or proportions will depend upon the degree of similarity or difference between responding and nonresponding schools. Since the nonresponse rate is substantial (22 percent unweighted; 20 percent on a weighted basis), even modest differences in course taking patterns between responding and nonresponding schools could lead to significant biases in population estimates.

A simple example may help to alert the user to the level of risk involved. Assume that in the responding schools, 40 percent of students are enrolled in some type of mathematics course, but in the nonresponding schools, only 20 percent are enrolled in such courses. The estimate based only upon responding schools will be four percentage points higher than would have been obtained if all schools had provided data. The amount of bias may be calculated as the difference between an estimate based only on responding units versus an estimate based on all units. Thus, in this example,

$$\text{BIAS} = .40 - [(.8 \times .4) + (.2 \times .2)] = .40 - .36 = .04$$

Without additional data from the nonresponding units, it is impossible to assess the actual extent of differences between them and the responding schools. The existence of school questionnaire data for all but a very few of the schools which were not able to supply course enrollments provides researchers with a valuable tool for investigating the likely degree of difference between responding and nonresponding schools for any particular analysis.

Even when it is possible to demonstrate that the risk of nonresponse bias in estimated means and proportions is very low, without adjustments to the sample weights estimated population totals will be affected by nonresponse bias. The nonresponse adjustment described here is intended to overcome this specific type of bias by expanding the sample weights so that the sum of weights of the responding schools is equal to the estimated population size. By computing separate nonresponse adjustments for several strata of responding schools, it is possible both to expand the responding sample to the population size and to restore the distribution of cases within the responding sample on variables of interest to equal that for the entire sample of schools.

The adjustments provided in this dataset are based upon a stratification of schools by type of control (public versus private), the percentage of minority students enrolled (30 percent or more Black or Hispanic students), and degree of urbanization. This particular stratification (see Table 3.4-2) is only one of a large number of plausible methods for partitioning the sample. It was chosen because all sample cases could be classified on these dimensions regardless of whether they participated (an essential requirement) and because preliminary analyses found differential response rates between the weighting cells formed by this classification scheme. Adjusting the sum of weights for responding cases in each such cell thus helps eliminate the effects of differential nonresponse. Users may choose to compute alternative adjustments based on strata more closely related to their own specific research interests. For any adjustment strategy, the adjustment factor for a specific stratum is calculated as the ratio of the sum of the unadjusted school weights for all schools in the stratum to the sum of the unadjusted weights for all schools providing course enrollments within that stratum. The adjusted weight for each school in the stratum is equal to the product of the unadjusted weight and the adjustment factor (ratio) for that stratum. Adjustments will improve sample estimates to the extent that the response rates differ across strata: the greater the stratum differences, the greater the benefits from adjustment.

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### 3.4.3 Weights Applied to Student Level Data

The First Follow-Up data base includes questionnaire data and parent data for each cohort and follow-up test data for the sophomore cohort. Several different weights have been calculated for each cohort. These weights adjust for the fact that not all sample members have data for all instruments in both waves. Tables 3.4-4 and 3.4-5 show the nine weights calculated for the sophomore cohort and the six weights calculated for the senior cohort. All sophomore cohort weights when used with the sample cases for which they are appropriate project to the population of approximately 3,780,000 high school sophomores of 1980. The senior cohort weights project to the population of approximately 3,040,000 1980 high school seniors.

### 3.4.4 Procedures

The First Follow-Up weighting procedures, similar for both the senior and the sophomore cohorts, consisted of two basic steps:

Step 1. Calculation of a preliminary follow-up weight based on the inverse of the cumulative probability of selection for the Base Year and Follow-Up sample.

Step 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, noncompletion of an entire questionnaire or test (except for the raw weight, RAWWT, which is unadjusted for nonresponse).

In the senior cohort, a third step was employed:

Step 3. Calculation of a second adjustment factor to reportion the sum of adjusted weights between Base Year participants and nonparticipants.

These steps are described in more detail for each cohort below.

Table 3.4-2 displays the unweighted number of responding schools, the sum of weights for responding schools, the sum of weights for all selected schools, and the calculated nonresponse adjustment for each of eleven strata. Response rates range from a low of 56 percent among alternative public schools to a high of 84 percent for regular public schools in suburban and rural areas.<sup>1</sup> Nonresponse adjustments range from 1.19 to 1.78, with a

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<sup>1</sup>Weighted response rates are equal to the reciprocals of the values found in the "Adjustment Factor" column of Table 3.4-2.

weighted mean value of 1.25. Table 3.4-3 presents summary statistics for the adjusted weights, paralleling those displayed in Table 3.4-1 for the unadjusted weights.

Table 3.4-2  
Nonresponse Adjustments to School Weights  
for Use with Course Enrollments Data

Adjustment Stratum	Unweighted N of Respondents	Sum of Weights for Respondents	Sum of Weights for Selections	Adjustment Factor
Regular Public				
Urban	115	1,069	1,432	1.34
Suburban	269	4,225	5,049	1.89
Rural	185	7,301	8,704	1.19
Alternative Public	23	96	175	1.78
Cuban Public	7	12	19	1.57
Other Hispanic Public	81	309	445	1.44
Regular Catholic	33	997	1,392	1.40
Black Catholic	20	84	117	1.40
Cuban Catholic	4	8	13	1.66
High Performance Private	9	11	14	1.22
Other Private	16	1,741	2,551	1.47
TOTAL	762	15,857	19,912	1.25

Table 3.4-3  
Statistical Properties of Adjusted School Weights  
for Use with Course Enrollments Data

Mean	26.10
Standard Deviation	37.60
Coefficient of Variation	1.44
Minimum	1.42
Maximum	231.00
Skewness	3.28
Kurtosis	11.85
Number of Cases	762.00

TABLE 3.4-4  
Sample Case Weights  
Sophomore Cohort

Weight	Applies to cases with:	Unweighted number of cases having these data
BYWT*	Base Year questionnaire data	27,118
BYTESTWT*	Base Year test data	24,938
FUWT	Follow-Up questionnaire data	28,119
FUTESTWT	Follow-Up test data	26,216
PANELWT	Base Year and Follow-up questionnaire data	25,875
PNLTSTWT	Base Year and Follow-up test data	22,436
BYPARWT	Base Year questionnaire and parent data	3,055
FUPARWT	Follow-Up questionnaire and parent data	2,920
RAWWT	All First Follow-Up selections	29,737

\*These Base Year weights are not the same as those calculated during the Base Year survey.

TABLE 3.4-5  
Sample Case Weights  
Senior Cohort

Weight	Applies to cases with:	Unweighted number of cases having these data
BYWT*	Base Year questionnaire data	11,500
FUWT	Follow-Up questionnaire data	11,227
PANELWT	Base Year and follow-up questionnaire data	10,815
BYPARWT*	Base Year questionnaire and parent data	2,484
FUPARWT	Follow-Up questionnaire and parent data	2,372
RAWWT	All First Follow-Up selections	11,995

\*These Base Year weights are not the same as those calculated during the Base Year survey.

3.4.4.1 Sophomore Cohort

Step 1: Calculating a preliminary follow-up weight. The first step in weighting the sophomore cohort was to calculate a preliminary follow-up weight based on the inverse of the probability of selection (retention) for the follow-up. This was calculated as:

$$\text{follow-up preliminary weight} = W_{1hi} \times (1/P_{2hij}) \times (1/P_{3k})$$

where

$W_{1hi}$  = the Base Year stage one (school level) weight for the  $i$ th school in the  $h$ th superstratum (see Frankel, et al., 1981, p. 153)

$P_{2hij}$  = the Base Year stage two (student level) selection probability for the  $j$ th grade in the  $i$ th school of the  $h$ th superstratum (see Frankel, et al., 1981, p. 154).

$P_{3k}$  = probability of retention in the First Follow-Up sample for students in the  $k$ th sampling category

= 1.0 for certainty selections

= subsampling rate for noncertainty selections

$W_{1hi}$ , the Base Year stage one weight, had been calculated during the Base Year by first taking the inverse of the probability of selection of the school and then multiplying this by a factor that adjusted for ineligible and noncooperating schools.  $P_{2hij}$ , the Base Year probability of selection for each student within his or her school and grade (given that the school had been selected), had been calculated during the Base Year as equal to the number of students selected in a grade within a school divided by the total number of students in that grade in the school. The value of  $P_{3k}$ , the probability of selection in the First Follow-Up, given selection in the Base Year, depends on the specific sampling category in which a student was placed. These retention rates ranged from 1.0 for students retained with certainty to 0.1 for out-of-school Base Year nonparticipants.

Step 2: Nonresponse adjustment. In this step, the preliminary weight obtained in Step 1 was multiplied by a nonresponse ratio adjustment factor. For sophomores, these factors were calculated separately for cells defined by:

- (1) Dropout status: (1) non-dropout  
(2) dropout
- (2) School type: (1) Regular public and alternative  
(3) Hispanic public  
(7) Catholic  
(9) Private non-Catholic
- (3) Sex: (1) male  
(2) female
- (4) Race: (1) Hispanic  
(2) non-Hispanic Black  
(3) non-Hispanic White and Other
- (5) Base Year test quartile:
  - (0) no test data available (0) no test data available
  - (1) lowest quartile (1) below median
  - (2) second quartile -or- (2) above median
  - (3) third quartile
  - (4) highest quartile

Within each cell two sums of preliminary weights were computed. The first was the sum of preliminary weights for all students in the cell selected for participation in the First Follow-Up (Selections). The second was the sum of preliminary weights for all students in the cell who actually completed the First Follow-Up questionnaire and/or test (Participants). The ratio of these two sums (Selections/Participants) provided a factor by which to multiply the preliminary weight of each participant to compensate for the missing weights of those who were selected but did not participate. The preliminary weights of First Follow-Up nonparticipants were multiplied by a nonresponse adjustment factor of 0 to produce a final follow-up weight of 0 for these cases. Thus, the nonresponse adjustment amounts to distributing the preliminary weights of the nonparticipants proportionately among the participants in their weighting cell.

#### 3.4.4.2 Senior Cohort

The senior cohort of the First Follow-Up sample consists of two separately selected and weighted strata: a stratum of 11,500 Base Year participants, and a stratum of 495 Base Year nonparticipants. These two strata were separately weighted with inverse probability weights, and adjusted for nonresponse following procedures similar to those described above for the sophomore cohort. An additional step was then carried out for FUWT and RAWWT to combine these strata so as to properly represent Base Year participants and

nonparticipants in the follow-up sample. (Since Base Year nonparticipants are not used with BYWT, PANELWT, BYPARWT, or FUPARWT, reweighting was not necessary with these weights.) Thus, the Base Year nonparticipants who were selected for and participated in the First Follow-Up are allowed to "stand for" all Base Year nonparticipants in their school type. Similarly, Base Year participants are represented by the stratum of Base Year participants who participated in the First Follow-Up. This stratified weighting approach reduces the possible impact of any bias due to Base Year nonresponse. The weighting of the Base Year participant stratum is discussed first, followed by the Base Year nonparticipant stratum.

#### 3.4.4.2.1 Base Year Participant Stratum

Step 1: Calculating a preliminary First Follow-Up weight. As the first step in weighting this stratum, a preliminary follow-up weight was established equal to the Base Year final weight times the inverse of the probability of retention in the First Follow-Up. For students retained with certainty, this preliminary weight is the same as their Base Year final weight. For all others, it reflects their effective rate of subsampling for the First Follow-Up.

Step 2: Nonresponse adjustment. In this step, the preliminary First Follow-Up weight obtained in Step 1 was multiplied by a nonresponse ratio adjustment factor. These factors were obtained separately for weighting cells based on the following variables: school type, sex, race/ethnicity, and Base Year test quartile. The classification variables were constructed as described for sophomores above. Weighting cells that contained only a few cases were collapsed with neighboring cells to avoid unacceptably large nonresponse adjustment factors.

Within each weighting cell a nonresponse adjustment factor was calculated as the ratio of the sum of preliminary weights for selections and the sum of preliminary weights for participants. This ratio constitutes the nonresponse adjustment factor for sample cases in this cell and is applied to the weight of each sample participant in the cell. Nonparticipant cases are multiplied by a nonresponse adjustment factor of 0 to produce a final weight of 0 for these cases.

### 3.4.4.2.2 Base Year Nonparticipant Stratum

Step 1: Calculating a preliminary First Follow-Up weight. For senior Base Year nonparticipants, the probability of retention in the First Follow-Up sample was made proportional to the Base Year weight of students in the school where the Base Year nonparticipant had been selected. As a result, for each of the 495 Base Year nonparticipants selected for the First Follow-Up sample, the probability of selection in the Base Year times the probability of selection in the follow-up equaled a constant (.0009536785). Using the inverse of this selection probability, a preliminary First Follow-Up weight of 1048.5714 was obtained for each senior Base Year nonparticipant selected for the follow-up sample. This weight was then adjusted for nonresponse as described below.

Step 2: Nonresponse adjustment. In this step, nonresponse adjustment factors were calculated from the sums of weights of selections and participants within weighting cells. Cells were based only on four categories of school type because of the small number of cases in this stratum (n = 495 selections).

Step 3: Reproportioning. Of the 11,995 senior cohort students selected for the First Follow-Up, 495 were Base Year nonparticipants. Of these 495, 412 participated in the First Follow-Up survey. Preliminary weighted analyses comparing the characteristics of these 412 respondents with the characteristics of the 10,815 Base Year participant follow-up respondents revealed substantial differences between these two sets of First Follow-Up participants. Therefore, it was decided to treat Base Year participants and Base Year nonparticipants as separate strata for purposes of weighting. To do this the sum of final weights was partitioned proportionately between Base Year participants and nonparticipants and each stratum was weighted separately. The partitioning was carried out separately for each of four school types (see Table 3.4-6). Within each school type separate targets for sums of final weights were established for Base Year participants and nonparticipants. These targets were calculated using the sum of final Base Year weights for each school type and the weighted proportion of students participating and not participating in each school type in the Base Year survey. In each of the eight cells, a ratio was formed using the target sum of weights as the numerator and the First Follow-Up sum of weights (adjusted for First Follow-Up nonresponse) as the denominator. In each cell these

TABLE 3.4-6

High School and Beyond First Follow-Up  
Population Targets (Sums of Final Weights) for Partitioned Sample (Base  
Year Participants/Base Year Nonparticipants) by School Type

Senior Cohort

School type	Base Year Participant	Base Year Nonparticipant	Total
Non-Hispanic Public and Alternative Schools	2,247,160	399,245	2,646,405
Hispanic Public Schools	73,959	14,700	88,659
Catholic Schools	180,245	20,094	200,339
Non-Catholic Private Schools	84,862	19,455	104,317
Total	2,586,226	453,494	3,039,720

"reproportioning ratios" were multiplied times the adjusted follow-up weight to produce a final reproportioned weight. The sum of these weights then equalled the "target" sum in each cell. Thus, the Base Year nonparticipants who were selected for and participated in the First Follow-Up are allowed to "stand for" all Base Year nonparticipants in their school type. Similarly, Base Year participants are represented by the stratum of Base Year participants who participated in the First Follow-Up. This stratified weighting approach reduces the possible impact of any bias due to Base Year nonresponse.

3.4.4.3 Special Procedures for Parent Weights

In the case of BYPARWT and FUPARWT the preliminary follow-up weight was calculated using the Base Year final parent weight instead of the Base Year final student weight and a student's probability of retention in the First Follow-Up. The Base Year parent weight takes into account the subsampling of Base Year participants for the parent study and incorporates an adjustment for differential nonresponse to the parent survey. (See Base Year Parent Questionnaire Codebook, NORC, 1981, pp. 6-13, for details on the construction of the parent weight.) Because of the relatively small number of First Follow-Up cases with parent data (about 2,400 in the senior cohort and 3,000 in the sophomore cohort), adjustments to these weights for student nonresponse were limited to the calculation of ratios within the 27 superstrata, which served as the principal sampling strata in the design for the Base Year Parents Survey (see the Parent Questionnaire Codebook, pp. 3-6).

### 3.5 Results of Weighting

As a check on the adequacy of the sample case weights NORC analyzed first the statistical properties of the weights and second the effects of various weights on the composition of the First Follow-Up sample. The results of the first procedure are displayed in Tables 3.5-1 and 3.5-2. These tables show the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for each of the weights calculated for each cohort. The results of the second procedure are reproduced in the First Follow-Up Sample Design Report.

TABLE 3.5-1

High School and Beyond First Follow-Up  
Statistical Properties of Sample Case Weights

Sophomore Cohort

Weight	RAWWT	FUWT	BYWT	PANELWT	FUTESTWT	BYTESTWT	PNLTSTWT	BYPARWT	FUPARWT
Mean	127	134	139	146	144	152	168	1,217	1,270
Variance	16,075	19,536	10,066	11,358	23,842	12,337	16,402	658,573	698,437
Standard Deviation	126	140	100	107	154	111	128	812	836
Coefficient of Variation	.992	1.05	.719	.733	1.07	.730	.762	.667	.658
Minimum	1.45	1.45	1.61	1.62	1.45	1.97	2.13	14.84	15.3
Maximum	2,627	3,196	1,933	2,163	3,690	2,224	2,774	8,060	8,186
Skewness	7.16	8.21	3.43	3.64	8.73	3.68	4.10	2.54	2.49
Kurtosis	76.4	99.6	25.5	28.3	112	30.0	35.6	13.1	12.6
Number of Cases	29,737	28,119	27,118	25,875	26,216	24,938	22,436	3,055	2,920

TABLE 3.5-2

High School and Beyond First Follow-Up  
Statistical Properties of Sample Case Weights

Senior Cohort

Weight	RAWWT	FUWT	BYWT	PANELWT	BYPARWT	FUPARWT
Mean	253	271	264	281	1,222	1,279
Variance	69,496	83,131	72,661	81,292	475,466	507,628
Standard Deviation	264	288	270	285	690	712
Coefficient of Variation	1.04	1.06	1.02	1.01	0.56	0.56
Minimum	1.09	1.09	1.35	1.35	9.75	10.32
Maximum	1,081	1,390	752	1,037	4,965	3,761
Skewness	1.02	1.20	.931	.927	.166	.094
Kurtosis	-.396	.414	-.992	-.983	.202	-.096
Number of Cases	11,995	11,227	11,500	10,815	2,484	2,372

### 3.6 Design Effects and Standard Errors

Since the High School and Beyond sample is a stratified and disproportionately selected probability sample of schools, simple random sampling (SRS) formulas will underestimate the sampling variance and standard error of statistics such as means and proportions. The sampling variance is, in fact, larger than such calculations would indicate. Thus, tests of statistical significance based on the SRS standard error or sampling variance are nonconservative.

The degree of underestimation can be approximated by calculating a quantity known as the design effect (DEFF). The design effect is a measure of the efficiency of the sample estimate relative to a simple random sample. It is defined as the ratio of the actual variance of an estimate to the variance of the same estimate from a simple random sample with the same number of cases.

For the student data files NORC estimated design effects for a representative set of First Follow-Up variables using the method of Balanced Replications (BRR).<sup>1</sup> These results are presented in section 3.6.2. These calculations show estimated design effects for the senior cohort for sample proportions that ranged from 0.8 to 7.2, with an average design effect of 2.6 across 30 proportions.

#### 3.6.1 School Level Data

BRR estimates have not been calculated for the school questionnaire or course offerings and enrollments data, but the increase in sampling variance due to differential weighting can be estimated from the relative variance of the sample case weights using the following formula:

$$DEFF = 1 + RV(WT)$$

where

$RV(WT)$  = the relative variance of the sample case weights.

(The relative variance of the weights is equal to the variance of the weights divided by the square of the mean of the weights. It is also identically equal to the square of the coefficient of variation of the weights.)

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<sup>1</sup>See Chapter 5 of the First Follow-Up Sample Design Report, NORC, 1983, for a discussion of BRR Methods.

Applying this formula to the two weights (WEIGHT AND ENRLWT) on the course offerings and enrollment data file produces estimates for the design effects associated with these weights:

$$DEFF_1 = 1 + (1.45)^2 = 3.11$$

$$DEFF_2 = 1 + (1.44)^2 = 3.07$$

where

$DEFF_1$  = course offerings design effect

$DEFF_2$  = enrollments design effect

Clearly, the design effects (which are only rough estimates) are so similar that for all practical purposes they may be considered to be identical.

It should be noted that this formula probably overestimates the design effect because it fails to take into account two factors that contribute to a reduction in sampling variance. The first of these is a reduction in variance due to stratification. Stratification of the first-stage selections (schools) may be expected to reduce the sampling variance. This reduction may amount to approximately 5 or 10 percent.<sup>1</sup> The sampling variance is further reduced by the fact that the HS&B sample is a significant fraction of the total population of U.S. high schools. Thus, a finite population correction equal to  $(1 - f)$ , where  $f$  is the sampling fraction, should be applied to the estimated sampling variance.<sup>2</sup> In this case,  $f = 1,015/21,174 = .05$  and  $(1 - f) = .95$ . Thus, taking account of these two factors that may act to reduce the sampling variance, the design effect may, in fact, be closer to 2.66 ( $3.11 \times .95 \times .90 = 2.66$ ).

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<sup>1</sup>Calculations conducted by Research Triangle Institute (RTI) on the NLS-72 Base Year data indicated that stratification of the first-stage selections resulted in a variance reduction of approximately 20 percent. Since the HS&B sample design (including the stratifying variables) is very similar to the NLS-72 design, estimating a 10 percent reduction in variance due to stratification is probably conservative. (See NCES, National Longitudinal Study of the High School Class of 1972--Sample Design Efficiency Study: Effects of Stratification, Clustering, and Unequal Weighting on the Variances of NLS Statistics (Washington, DC: U.S. Government Printing Office, 1977.)

<sup>2</sup>Actually, the sampling fraction ( $f$ ) varies from stratum to h stratum. The correction provided here is a whole sample average of the separate stratum by stratum sampling fractions.

It should be emphasized that the estimated design effect (both before and after the corrections that have been suggested) is a rough estimate only. The concept of design effect is, however, an important one, and users who are concerned with the standard error of estimates derived from the school sample should be aware of the fact that the complex sample design has significant effects on the precision of estimates computed from the sample data. A conservative approach to the school sample might assume a design effect of 3.0. A less conservative (but reasonable) approach might assume a design effect of 2.5. The following paragraphs suggest how the design effect should be used to adjust sample estimates of the sampling variance and standard error.

The estimated design effect (DEFF) can be used along with the simple random sample sampling variance ( $VAR_{SRS}$ ) to estimate the actual sampling variance under the complex sample design ( $VAR_{COM}$ ).

$$VAR_{COM} = DEFF \times VAR_{SRS}$$

Similarly, the square root of the estimated design effect (DEFT) can be used with the SRS standard error ( $SE_{SRS}$ ) to estimate the standard error under the complex sample design ( $SE_{COM}$ ).

$$SE_{COM} = DEFT \times SE_{SRS}$$

For proportions, the SRS sampling variance is just

$$VAR_{SRS} = p(1 - p)/n$$

in which

p = the estimated proportion (using the weighted data)

n = the unweighted number of valid observations

The standard error of the proportion is the square root of  $VAR_{SRS}$ .

For means, the SRS sampling variance ( $VAR_{SRS}(X)$ ) is the variance of the observations divided by the number of valid observations. For this data set the variance of the observations should be computed on a weighted basis but the number of observations should be the unweighted number of valid cases.

$$VAR_{SRS}(X) = WGTVAR(X)/n$$

where

$WGTVAR(X)$  = the weighted variance of the observations

$n$  = the unweighted number of valid observations

In summary, since the estimated design effect is greater than 1.0, sampling variances and standard errors under the complex sample design are actually larger than those estimated by SRS formulas. A conservative approach to the sample estimates would take this into account. Rough estimates indicate that the average design effect for the school sample is between 2.5 and 3.0. Using this estimate and the procedures outlined above, the user can adjust the SRS results to more nearly approximate the true sampling variance under the complex sample design. The result, in practical terms, is to enlarge the confidence intervals that may be computed and to shrink the critical regions in tests of statistical significance. Using a design effect of 3.0 will represent a conservative approach to statistical inference based on this data set. It should be noted that empirical research suggests that design effects for more complex statistics such as differences of means or proportions and correlation and regression coefficients are lower than for simple estimates such as means or proportions.<sup>1</sup> Finally, because of the highly disproportionate selection probabilities and consequent disproportionate weights, unweighted analyses with this data set are not recommended. If the user has any doubt about the importance of the weights, he or she should compare the weighted and unweighted percentage frequency distributions provided in the codebook.

### 3.6.2 Student Level Data

This section presents three sets of standard errors and design effects for the senior and sophomore cohorts. Table 3.6-1 provides standard errors for statistics based on data from the First Follow-Up questionnaire. Table 3.6-2 provides standard errors for the same statistics, this time based on

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<sup>1</sup>Leslie Kish and Martin R. Frankel, "Inference from Complex Samples," Journal of the Royal Statistical Society, B, 1974, 1-37, and Martin R. Frankel, Inference from Survey Samples (Ann Arbor: Institute for Social Research, University of Michigan, 1971).

responses to the Base Year questionnaire; the statistics use data from members of the senior cohort who were selected for the First Follow-Up sample and who participated during the Base Year. Table 3.6-3 presents estimates of the change in each of the statistics and the standard error of that change estimate. The change estimates were calculated using individual change scores from respondents who participated in both the Base Year and First Follow-Up. The standard errors for these estimates, thus, take into account the correlation between Base Year and First Follow-Up responses.

The estimates in Table 3.6-1, 3.6-2, and 3.6-3 are weighted estimates. The procedures for calculating these weights were described in section 3.4, above. The proportions in Table 3.6-1 use the Follow-Up weight (FUWT); those in Table 3.6-2 use the Base Year weight (BYWT); those in Table 3.6-3 use the Panel weight (PANELWT). The averages developed for the test scores (sophomore cohort only) use the analogous test weights (FUTESTWT, BYTESTWT, and PNLTESTWT).

All of the standard errors in the tables were calculated using the method of Balanced Repeated Replication (BRR). BRR employs a very simple algorithm: it divides the sample repeatedly into half-samples and compares the estimates obtained from each of the half-samples with the estimate obtained from the entire sample. The differences between half-sample and entire sample estimates are used to estimate the standard error. BRR is described in more detail in the First Follow-Up Sample Design Report.

In addition to standard errors, all three tables give design effects for each estimate (DEFFs) and the square roots of each design effect (DEFTs). The design effect is a measure of the efficiency of the sample estimate relative to a simple random sample. It is defined as the ratio of the actual

TABLE 3.6-1(a)

High School and Beyond First Follow-Up Estimated Proportion or Average,  
Standard Error, and Design Effect  
Sophomore Cohort

Weight = FUWT, for Proportions  
= FUTEWT, for Averages

Statistic	Item Number*	Estimate	SE	DEFF	DEFT
<b>Proportions</b>					
In vocational program	2	0.270	0.007	6.922	2.631
Worked last week	24	0.532	0.005	2.804	1.675
Working at clerical job	29	0.250	0.005	3.080	1.755
"People goof off at work"	33A	0.132	0.004	2.958	1.720
"Work better than school"	33C	0.513	0.005	2.149	1.466
"Work encourages good habits"	33D	0.789	0.004	2.114	1.454
Father non-professional	53A	0.887	0.005	6.276	2.506
Father finished college	55	0.213	0.007	7.040	2.653
Mother finished college	56	0.136	0.005	5.374	2.318
Watch more than hour TV	61	0.791	0.003	1.480	1.217
Success in work very import.	73A	0.860	0.003	1.960	1.400
Money not important	73C	0.103	0.003	2.549	1.597
Being community leader imp.	73F	0.476	0.006	3.748	1.936
Living close to parents imp.	73H	0.707	0.005	3.147	1.774
Leisure not important	73L	0.017	0.001	1.552	1.246
Positive attitude to self	75A	0.932	0.002	1.564	1.250
"Luck more imp. than work"	75B	0.127	0.003	1.986	1.409
"Someone prevents success"	75E	0.256	0.005	3.122	1.767
"Plans don't work out"	75F	0.199	0.004	2.434	1.560
"Not much to be proud of"	75L	0.126	0.003	1.992	1.411
Correcting inequality not imp.	73J	0.396	0.004	1.738	1.318
No serious trouble with law	76A	0.949	0.003	4.845	2.201
Expect to finish college	80	0.382	0.007	5.288	2.300
Satisfied with less than college	82	0.744	0.006	4.693	2.166
Physically unattractive	76	0.103	0.003	2.480	1.575
Married	97A	0.035	0.002	2.883	1.698
Expecting children by 25	97B	0.538	0.005	2.404	1.550
Expecting own place by 24	97D	0.921	0.002	1.326	1.151
Expecting no children	98	0.089	0.003	2.706	1.645
Hard of hearing	103C	0.019	0.001	1.472	1.213
<b>Averages</b>					
Vocabulary score		10.387	0.085	5.776	2.403
Reading score		7.657	0.072	5.217	2.284
Math, part 1 score		10.820	0.143	7.407	2.722
Math, part 2 score		2.736	0.041	5.031	2.243
Science score		9.475	0.073	5.969	2.443
Writing score		9.503	0.074	4.993	2.234
Civics score		5.441	0.037	4.326	2.080
<b>MEAN (Proportions only)</b>				3.136	1.719
<b>MEAN (All statistics)</b>				3.589	1.837
<b>MEDIAN</b>				2.958	1.720
<b>MINIMUM</b>				1.326	1.151
<b>MAXIMUM</b>				7.407	2.722
<b>RANGE</b>				6.081	1.570
<b>STANDARD DEVIATION</b>				1.804	0.470

\*Follow-Up questionnaire number.

TABLE 3.6-1(b)

High School and Beyond First Follow-Up Estimated Proportion,  
Standard Error, and Design Effect

Senior Cohort  
Weight = FUWT

Statistic	Item Number*	Estimate**	SE	DEFF	DEFT
Prop. hard of hearing	83-c	.012	.001	.890	.943
Prop. "leisure not important"	85-l	.013	.001	.802	.896
Prop. with handicap	84	.070	.003	1.487	1.220
Prop. with not much to be proud of	75-l	.087	.004	2.085	1.444
Prop. expecting no children	61	.098	.004	1.880	1.371
Prop. with 2 or more sibs in h.s.	73	.099	.003	1.079	1.039
Prop. "good luck more important"	75-b	.100	.004	1.802	1.342
Prop. married	15-a	.107	.006	3.963	1.991
Prop. completed full-time educ.	15-e	.136	.006	3.182	1.782
Prop. whose mother finished college	21	.142	.009	7.161	2.676
Prop. "plans hardly ever work out"	75-f	.143	.005	2.058	1.435
Prop. "money not important"	85-c	.147	.004	1.362	1.167
Prop. "people goof off at work"	25-a	.182	.006	1.906	1.381
Prop. "someone prevents success"	75-e	.216	.006	2.111	1.453
Prop. whose father finished college	20	.227	.010	5.918	2.433
Prop. planning professional career	16-a	.260	.006	2.064	1.437
Prop. with sibling in college	72	.372	.007	2.244	1.498
Prop. started first job	15-c	.420	.009	3.483	1.866
Prop. "community leadership important"	85-f	.465	.007	2.084	1.444
Prop. planning to finish college	12	.486	.011	4.612	2.148
Prop. expecting child by 25	15-b	.489	.010	4.102	2.025
Prop. who prefer work to school	25-b	.513	.008	2.011	1.418
Prop. satisfied with less than college	13	.629	.011	5.291	2.300
Prop. "inequality important"	85-j	.670	.007	2.345	1.531
Prop. who watch more than hour of TV	76	.778	.007	3.167	1.780
Prop. "success very important"	85-a	.829	.005	1.890	1.375
Prop. "job encourages good habits"	25-c	.858	.005	1.804	1.343
Prop. able to finish college	14	.867	.005	2.355	1.535
Prop. expecting own place by 24	15-d	.916	.004	2.203	1.484
Prop. with positive attitude to self	75-a	.949	.003	1.923	1.387
MEAN				2.642	1.571
MEDIAN				2.084	1.444
MINIMUM				.802	.896
MAXIMUM				7.161	2.676
RANGE				6.358	1.780
STANDARD DEVIATION				1.499	.423

\*Follow-Up questionnaire number.

\*\*See Appendix F for the coding scheme used to define the categories for these estimates.

TABLE 3.6-2(a)

High School and Beyond First Follow-Up Estimated Proportion or Average,  
Standard Error, and Design Effect

Sophomore Cohort

Weight = BYWT, for proportions  
= BYTESTWT, for averages

Statistics	Item Number*	Estimate	SE	DEFF	DEFT
<b>Proportions</b>					
In vocational program	1	0.212	0.006	5.705	2.389
Worked last week	24	0.362	0.005	2.901	1.703
Working at clerical job	27	0.082	0.003	2.649	1.628
"People goof off at work"	30A	0.163	0.003	1.356	1.164
"Work better than school"	30C	0.557	0.006	3.050	1.746
"Work encourage good habits"	30D	0.722	0.003	0.945	0.972
Father non-professional	38	0.883	0.004	3.182	1.784
Father finished college	39	0.225	0.007	5.308	2.304
Mother finished college	42	0.139	0.005	4.508	2.123
Watch more than hour TV	48	0.909	0.003	2.896	1.702
Success in work very import.	61A	0.850	0.003	1.846	1.359
Money not important	61C	0.102	0.003	2.556	1.599
Being community leader imp.	61F	0.539	0.005	2.578	1.606
Living close to parents imp.	61H	0.749	0.004	2.200	1.483
Leisure not important	73L	0.022	0.001	1.189	1.091
Positive attitude to self	62A	0.909	0.002	1.131	1.064
"Luck more imp. than work"	62B	0.155	0.003	1.612	1.270
"Someone prevents success"	62E	0.301	0.004	1.736	1.317
"Plans don't work out"	62F	0.221	0.004	2.190	1.480
"Not much to be proud of"	62L	0.156	0.003	1.623	1.274
Correcting inequality not imp.	61J	0.363	0.003	1.003	1.001
No serious trouble with law	67A	0.944	0.002	1.944	1.394
Expect to finish college	69	0.397	0.006	3.916	1.979
Satisfied with less than college	71	0.800	0.005	3.943	1.986
Physically unattractive	67C	0.166	0.003	1.606	1.267
Married	78A	0.003	0.000	--	--
Expecting children by 25	78B	0.583	0.004	1.563	1.250
Expecting own place by 24	78D	0.929	0.002	1.469	1.212
Expecting no children	80	0.101	0.003	2.458	1.568
Hard of hearing	88C	0.024	0.001	1.034	1.017
<b>Averages</b>					
Vocabulary score		8.479	0.068	4.070	2.017
Reading score		6.649	0.060	4.025	2.006
Math, part 1 score		9.801	0.116	5.646	2.376
Math, part 2 score		2.494	0.039	5.148	2.269
Science score		8.777	0.069	5.540	2.354
Writing score		8.127	0.070	4.523	2.127
Civics score		4.479	0.039	5.182	2.276
<b>MEAN (Proportions only)</b>				2.417	1.508
<b>MEAN (All statistics)</b>				2.895	1.643
<b>MEDIAN</b>				2.567	1.602
<b>MINIMUM</b>				.945	.972
<b>MAXIMUM</b>				5.705	2.389
<b>RANGE</b>				4.760	1.417
<b>STANDARD DEVIATION</b>				1.523	.448

\*Base Year questionnaire number.

TABLE 3.6-2(b)

High School and Beyond First Follow-Up. Estimated Proportion,  
Standard Error, and Design Effect

Senior Cohort  
Weight = BYWT

Statistic	Item Number*	Estimate**	SE	DEFF	DEFT
Prop. hard of hearing	BB087C	.018	.002	2.404	1.551
Prop. "leisure not important"	BB057L	.021	.002	2.184	1.478
Prop. with handicap	BB088	.054	.003	1.932	1.390
Prop. with not much to be proud of	BB058L	.116	.005	2.563	1.601
Prop. expecting no children	BB082	.098	.005	3.037	1.743
Prop. with 2 or more sibs in h.s.	EB099	.141	.005	2.222	1.491
Prop. "good luck more important"	BB058B	.121	.004	1.573	1.254
Prop. married	BB081A	.010	.002	4.300	2.074
Prop. completed full-time educ.	BB081E	.013	.001	0.844	0.919
Prop. whose mother finished college	BB042	.148	.008	4.915	2.217
Prop. "plans hardly ever work out"	BB058F	.188	.006	2.434	1.560
Prop. "money not important"	BB057C	.116	.005	2.710	1.646
Prop. "people goof off at work"	BB027A	.169	.005	1.667	1.291
Prop. "someone prevents success"	BB058E	.236	.007	2.763	1.662
Prop. whose father finished college	BB039	.245	.011	5.461	2.337
Prop. planning professional career	BB062	.269	.005	1.390	1.179
Prop. with sibling in college	EB098	.314	.007	2.443	1.563
Prop. started first job	BB081C	.170	.005	1.862	1.367
Prop. "community leadership important"	BB057F	.510	.008	2.815	1.678
Prop. planning to finish college	BB065	.457	.009	3.646	1.909
Prop. expecting child by 25	BB081B	.523	.010	4.151	2.038
Prop. who prefer work to school	BB027C	.515	.007	1.850	1.360
Prop. satisfied with less than college	BB067	.713	.009	4.329	2.081
Prop. "inequality important"	BB057J	.610	.008	2.969	1.723
Prop. who watch more than hour of TV	BB048	.848	.006	3.150	1.775
Prop. "success very important"	BB057A	.880	.004	1.695	1.302
Prop. "job encourages good habits"	BB027D	.787	.006	2.104	1.450
Prop. able to finish college	BB069	.803	.005	1.744	1.321
Prop. expecting own place by 24	BB081D	.913	.004	2.123	1.457
Prop. with positive attitude to self	BB058A	.908	.006	4.564	2.136
MEAN				2.728	1.618
MEDIAN				2.438	1.561
MINIMUM				0.844	0.919
MAXIMUM				5.461	2.337
RANGE				4.616	1.418
STANDARD DEVIATION				1.136	0.336

\*Base Year SPSS variable name.

\*\*See Appendix F for the coding scheme used to define the categories for these estimates.

TABLE 3.6-3(a)

High School and Beyond First Follow-Up Estimated Change of Proportion or Average, Standard Error, and Design Effect

Sophomore Cohort

Weight = PANELWT, for proportions

= PNLTSTWT, for averages

Statistic	Change Estimate	SE	DEFF	DEFT
<b>Proportions</b>				
In vocational program	0.054	0.004	1.646	1.283
Worked last week	0.177	0.005	1.651	1.285
Working at clerical job	0.168	0.005	2.033	1.426
"People goof off at work"	-0.033	0.004	1.184	1.088
"Work better than school"	-0.046	0.006	1.487	1.220
"Work encourage good habits"	0.077	0.005	1.356	1.165
Father non-professional	0.002	0.002	0.952	0.976
Father finished college	-0.001	0.002	1.242	1.114
Mother finished college	-0.002	0.002	1.601	1.265
Watch more than hour TV	-0.116	0.003	1.193	1.092
Success in work very import.	0.009	0.004	1.925	1.387
Money not important	0.000	0.003	1.577	1.256
Being community leader imp.	-0.057	0.005	1.751	1.323
Living close to parents imp.	-0.046	0.005	2.130	1.460
Leisure not important	-0.006	0.002	2.779	1.667
Positive attitude to self	0.027	0.003	1.801	1.342
"Luck more imp. than work"	-0.030	0.004	2.087	1.445
"Someone prevents success"	-0.047	0.005	1.810	1.345
"Plans don't work out"	-0.026	0.004	1.413	1.189
"Not much to be proud of"	-0.036	0.004	1.833	1.354
Correcting inequality not imp.	0.033	0.005	1.608	1.268
No serious trouble with law	0.007	0.002	1.405	1.185
Expect to finish college	-0.021	0.004	1.728	1.315
Satisfied with less than college	-0.059	0.004	1.937	1.392
Physically unattractive	-0.063	0.004	2.081	1.443
Married	0.035	0.002	2.198	1.483
Expecting children by 25	-0.037	0.005	1.613	1.270
Expecting own place by 24	-0.008	0.003	1.655	1.286
Expecting no children	-0.020	0.004	3.026	1.740
Hard of hearing	-0.004	0.002	3.338	1.827
<b>Averages</b>				
Vocabulary score	2.070	0.040	2.816	1.678
Reading score	1.177	0.026	1.145	1.070
Math, part 1 score	1.352	0.053	2.541	1.594
Math, part 2 score	0.317	0.024	1.926	1.388
Science score	0.884	0.033	2.044	1.430
Writing score	1.603	0.044	2.871	1.695
Civics score	1.056	0.035	3.451	1.858
MEAN (Proportions only)			1.801	1.330
MEAN (All statistics)			1.945	1.368
MEDIAN			1.801	1.342
MINIMUM			.952	.976
MAXIMUM			3.451	1.858
RANGE			2.499	.882
STANDARD DEVIATION			.611	.213

TABLE 3.6-3(b)

High School and Beyond First Follow-Up Estimated Change of Proportion, Standard Error, and Design Effect

Senior Cohort  
Weight = PANELWT

Statistic	Change Estimate*	SE	DEFF	DEFT
Prop. hard of hearing	-.006	.002	2.060	1.435
Prop. "leisure not important"	-.009	.002	1.408	1.187
Prop. with handicap	+.015	.005	2.435	1.560
Prop. with not much to be proud of	-.029	.005	1.520	1.233
Prop. expecting no children	-.004	.005	1.978	1.407
Prop. with 2 or more sibs in h.s.	-.043	.005	1.844	1.358
Prop. "good luck more important"	-.022	.005	1.588	1.260
Prop. married	+.095	.005	2.676	1.636
Prop. completed full-time educ.	+.116	.005	1.949	1.396
Prop. whose mother finished college	-.001	.004	2.988	1.729
Prop. "plans hardly ever work out"	-.047	.006	1.578	1.256
Prop. "money not important"	+.030	.008	4.178	2.044
Prop. "people goof off at work"	+.015	.008	1.693	1.301
Prop. "someone prevents success"	-.026	.008	2.316	1.522
Prop. whose father finished college	+.002	.004	2.894	1.701
Prop. planning professional career	-.010	.006	1.395	1.181
Prop. with sibling in college	+.067	.010	3.323	1.823
Prop. started first job	+.247	.008	1.977	1.406
Prop. "community leadership important"	-.040	.008	2.155	1.468
Prop. planning to finish college	-.005	.006	1.998	1.414
Prop. expecting child by 25	-.032	.007	1.433	1.197
Prop. who prefer work to school	-.010	.010	1.653	0.126
Prop. satisfied with less than college	-.079	.006	1.720	1.312
Prop. "inequality important"	+.062	.010	2.915	1.707
Prop. who watch more than hour of TV	-.071	.007	2.207	1.486
Prop. "success very important"	-.047	.007	2.613	1.617
Prop. "job encourages good habits"	+.060	.008	1.892	1.376
Prop. able to finish college	+.066	.006	2.354	1.534
Prop. expecting own place by 24	+.003	.006	2.590	1.640
Prop. with positive attitude to self	+.043	.005	2.415	1.554
MEAN			2.195	1.468
MEDIAN			2.029	1.425
MINIMUM			1.395	1.181
MAXIMUM			4.178	2.044
RANGE			2.783	1.863
STANDARD DEVIATION			0.640	0.207

\*See Appendix F for the coding scheme used to define the categories for these estimates.

variance of an estimate (i.e., the square of the standard error given in the table) to the variance of the same estimate from a simple random sample with the same number of cases. For proportions, the simple random sample variance is just

$$\text{VAR(SRS)} = p(1 - p)/n$$

in which

$p$  = the estimated proportion

$n$  = the number of cases with non-missing data

Like almost all national samples, the High School and Beyond sample is not a simple random sample. The High School and Beyond sample departs from the model of simple random sampling in three major respects: the observations are clustered at the school level; major groups (such as students who attended private schools) are deliberately represented disproportionately; and the sample is stratified by type of school. Each of these departures from simple random sampling has a predictable effect on efficiency, an effect that is reflected in the design effect.

Table 3.6-1(a) shows that the mean design effect for the 37 sophomore statistics is 3.59. This is somewhat higher than the mean (2.88) observed during the Base Year Survey (see Frankel, et al., p. A-4). The sample of sophomores for the First Follow-Up differs from the Base Year sophomore sample in several key respects. Although the bulk of the Base Year sophomore sample was retained for the First Follow-Up with certainty, a few groups were subsampled. The subsampling introduces additional variability into the Follow-Up weights; the added variability of the weights reduces the efficiency of the sample, which is reflected in the larger design effects. The largest contributors to this loss of efficiency were Base Year non-participants who dropped out of school prior to the First Follow-Up. This group--consisting of about 500 selected cases--was sampled at a rate of .10; the mean Follow-Up weight for this group is about 15 times larger than the mean weight for the rest of the sample.

Table 3.6-1(b) shows that the mean design effect for the 30 senior proportions is 2.64. This is very close to the mean (2.69) observed during the Base Year Survey (see Frankel, et al., p. A-24). The sample of seniors for the First Follow-Up differs from the Base Year senior sample in several key respects. First of all, the sample is much smaller (11,995 selected cases versus 34,982), which means that the average cluster size (selections per

school) is much smaller. Reducing the cluster size should increase the efficiency of the sample. On the other hand, the First Follow-Up sample of seniors represents some groups even more disproportionately than the Base Year sample did; this greater disproportionality should decrease the efficiency of the First Follow-Up sample by introducing additional variability into the weights. Apparently, the effects of the reduced cluster size and the increased disproportionality offset each other--the Base Year and First Follow-Up samples exhibit very similar mean design effects.

Table 3.6-2 displays estimates for the Base Year sample using data from Base Year participants who were selected for the First Follow-Up sample. The questionnaire items in Table 3.6-2 are identical to those in Table 3.6-1 but the estimated proportions and standard errors are based on responses to these items in the Base Year questionnaire. For the most part, these items were repeated verbatim in the First Follow-Up questionnaire. In the Sophomore Follow-Up questionnaire, response options were reordered for one item. Table 3.6-2(a) shows that the mean design effect is 2.90; this is very close to the figure (2.88) calculated during the Base Year. The mean design effect in Table 3.6-2(a) is lower than the mean in Table 3.6-1(a) (2.90 vs. 3.59); the estimates for the Follow-Up sophomore sample are relatively less efficient than estimates for the Base Year sophomores. This difference probably reflects the increased variability of the Follow-Up weights. Table 3.5-1 shows that the variance for BYWT is 10,066, while the variance for FUWT is 19,530. As noted above, the chief source of this increased variation in the Follow-Up weights was Base Year non-participants who dropped out of school; this group was subsampled in the First Follow-Up at a rate of .10. In the Senior Follow-Up questionnaire, three items had an additional response option. As Table 3.6-2(b) shows, the mean design effect is 2.73; a value that does not depart sharply from the analogous figure calculated during the Base Year. Once again, the reduced cluster size for the First Follow-Up sample seems to have offset the effect of increased oversampling on the overall efficiency of the sample.

Table 3.6-3 shows standard errors and design effects for the change statistics. The change statistics were computed by taking the weighted mean of the changes shown by each respondent who participated at both time points. The standard errors (and design effects) thus reflect the fact that whether a respondent was, for example, hard of hearing during the Base Year is correlated with his or her being hard of hearing during the First Follow-Up.

The change estimates are directional: a negative estimate indicates that fewer respondents fell into the category of interest (e.g., hard of hearing) during the follow-up survey; a positive estimate indicates that more respondents fell into the category. The mean design effects in Table 3.6-3 are lower than those for Tables 3.6-1 and 3.6-2. This probably reflects the fact that complex estimates (such as change estimates) generally exhibit a smaller design effect than simple estimates.

The mean design effects given in Tables 3.6-1, 3.6-2, and 3.6-3 can be used to calculate approximate standard errors for other estimates not included in the tables. For example, the standard error of a proportion can be estimated using the square root of the simple random sample variance times the mean root design effect (DEFT):

$$SE = DEFT \times (p(1-p)/n)^{1/2}$$

Similarly the standard error for a change in proportion can be calculated as the mean DEFT times the square root of the weighted variance of the change scores:

$$SE = DEFT \times (WTVAR/n)^{1/2}$$

in which

WTVAR = weighted variance of the individual change scores

n = unweighted number of valid observations

DEFT = mean of the root design effects for change estimates

The appropriate weight to use in calculating the variance for change estimates is the panel weight (PANELWT). For a description of the sampling procedures used for the Transcripts Survey see section 7.2.

#### 4. DATA COLLECTION

##### 4.1 Overview

To date, High School and Beyond has compiled data from five primary sources: school administrators, teachers, students, students' administrative records (transcripts), and parents of selected students. In the Base Year (1980) survey, 1,015 secondary schools served as the primary sampling units for the study. The principal or headmaster of each school was asked to complete a school questionnaire and to provide materials essential for the sampling of students in the tenth and twelfth grades. Samples of approximately 36 students in each grade were asked to fill out a Student Identification Booklet (which included several items on the use of non-English languages as well as confidential identifying information) and a student questionnaire, and to take a timed cognitive (achievement) test. Teachers of selected students were asked to fill out brief Teacher Comment Forms containing 10 items on student traits and behavior. During the fall following the Base Year survey, data was collected from over 7,100 parents of student respondents (roughly half from each student cohort). This data focuses primarily on parents' ability to finance postsecondary education for their sons and daughters.

The First Follow-Up added a second wave of data from students in the spring of 1982. All 1980 sophomores (now seniors) who were still enrolled in their Base Year schools were asked to fill out a questionnaire and to retake the test that had been administered two years earlier. A stratified subsample of school leavers within the sophomore cohort (dropouts, transfers, and early graduates) was resurveyed and retested. School administrators were again asked to complete a school questionnaire and to provide information on the secondary level course offerings and enrollments for their institutions. In the fall of 1982, high school transcripts were requested for a probability sample of approximately 18,500 members of the 1980 sophomore cohort. As part of the First Follow-Up, questionnaire data was sought from a stratified sample of over 12,000 1980 seniors.

In this section the data and materials collected for the High School and Beyond Base Year and First Follow-Up surveys are described. These materials and activities are also described in the respective data file user's manuals and in the Sample Design Report for the First Follow-Up of High School and Beyond.

## 4.2 Data and Materials Collected at the School Level

Three broad types of school level information have been compiled for High School and Beyond: school questionnaires, course offerings and enrollments, and Teacher Comment Forms. School personnel were also asked to provide such materials as student rosters (see the Base Year Sample Design Report), class schedules, and so on, which are not part of the public use data base and are not discussed here.

### 4.2.1 School Questionnaires

In both the Base Year and the First Follow-Up, principals and headmasters (or their designates) were asked to complete questionnaires containing basic questions on such institutional characteristics as type of control, ownership, total enrollment, proportions of students and faculty belonging to policy-relevant groups, participation in Federal programs, per-pupil expenditures and so on. This information is stored primarily in a separate data file that may be easily merged with student data files or the course offerings file described below. In addition, approximately 19 of the most basic school characteristics have been stored on the student data file in order to facilitate the classification of students according to their school environment.

School questionnaires were sought from all 1,015 participating schools during the Base Year survey. In the First Follow-Up, school data was requested from those schools still in existence as independent institutions (i.e., that had not closed or merged with other schools), and that still had members of the 1980 sophomore cohort currently enrolled. Thus, no follow-up data was collected from schools that closed, merged with other schools, or had no tenth or twelfth grade during the Base Year survey. In a few instances when students from a Base Year school were transferred en masse to a different school, or when two schools within a district merged, school questionnaires were sought from the schools now attended by the sampled students. In such cases, data from the new schools is available to be merged with student records, but is maintained on separate school records in the HS&B school questionnaire file. No new school data was sought for students who transferred as individuals. (See Appendix A for a copy of the First Follow-Up school questionnaire. See Appendix B.1 for a copy of the letter sent with the school questionnaire.)

#### 4.2.2 Teacher Comment Forms

Teacher Comment Forms were sought from all faculty members who had taught any HS&B sampled students during the 1979-80 academic year. This data was collected only during the Base Year survey. Teacher Comment Forms asked for perceptions about whether each selected student would probably go to college, was working up to potential, seemed popular with others, had talked with the teacher about school work or plans, seemed to dislike school, had enough self-discipline to hold a job, and had a physical or emotional handicap that affected school work. Data from these forms has been compiled into separate files with over 19,000 forms for each of the two student cohorts.

#### 4.2.3 Course Offerings and Enrollments--Academic Year 1981-82

In the First Follow-Up only, school administrators were asked to provide materials that would allow the construction of a complete listing of all secondary level courses offered, complete with enrollment figures, for the 1981-82 academic year. This information was not requested in any prescribed format, but was accepted in a variety of forms. In many instances, schools were able to provide computer-generated printouts of Master Teaching Schedules. In others, it was necessary to merge information from several sources such as annotated course listings, catalogs, enrollment records. Procedures were established to maximize the completeness and accuracy of these materials (see below). In the data file constructed from these documents, each school is represented by a block of records that indicate for each course offered a 6-digit course identification number, the duration and timing of the course (i.e., year-long, first semester, third quarter, etc.), the credits earned for successful completion, and the total number of students enrolled in the course during the entire 1981-82 academic year. This data set may be merged easily with either the school questionnaire file, the student data files, or the student transcript file.

#### 4.2.4 Data Collection Procedures--School Level Data

In both the Base Year and First Follow-Up surveys, it was first necessary to secure a commitment from the administrator of each sampled school to participate generally in the study. In the case of public schools, the process was begun by contacting the chief state school officer (usually the state Superintendent of Schools) to explain both the objectives of the study and the data collection procedures (especially those for protecting individual and institutional confidentiality), and to identify the specific districts and schools selected for the survey. Once approval was gained at the state level, contact was made with district superintendents and finally, once district approval was granted, with school principals. Similarly, wherever selected private schools were organized into an administrative hierarchy (e.g., Catholic school dioceses), approval was obtained at the superior level before the school principal or headmaster was approached. (See Appendix B.1 for copies of the letters sent to the school administrators.) Within each cooperating school, principals were asked to designate a School Coordinator who would serve as a liaison between the NORC High School and Beyond staff and the school administrator and selected students. The School Coordinator (most often a senior guidance counselor) handled all requests for data and materials as well as all logistical arrangements for student-level data collection on the school premises.

In the Base Year, the School Coordinator assisted in assembling the materials for student sample selection. In the First Follow-Up the coordinator (usually the same individual) reviewed the school sample and assisted in determining students' current enrollment status, and in locating current addresses for selected sophomore cohort school leavers and senior cohort Base Year nonrespondents. (See Appendix B.1 for the Roster Update Form which was used by the School Coordinator to review the student sample.)

School questionnaires were sent to coordinators in the Fall of 1979 for the Base Year and in the Fall of 1981 for the First Follow-Up. (Student survey sessions were conducted between February and June of 1980 and 1982. In most cases, school questionnaires were completed and returned to NORC before the spring survey sessions. Most of the remainder were collected by NORC Survey Representatives who visited participating schools to conduct student survey activities. During the fall of 1981, a telephone shop was established

as part of the ~~Transcripts~~ Survey, whose primary purpose was to call schools that had not returned student transcripts. School contacts were minimized by covering several items in one call. In addition to asking for transcripts, interviewers retrieved missing data from critical items in the school questionnaire if necessary and requested course enrollments and course catalogs when they were missing. About 100 additional school questionnaires were obtained as a result of this contact.

In the Base Year, coordinators were also asked to distribute some 67,000 Teacher Comment Forms to faculty members who might have taught HS&B sampled students during the 1979-80 academic year. Completed forms were returned to NORC in pre-addressed, prepaid envelopes by the teachers themselves.

During the First Follow-Up, coordinators were asked to assemble course offering and enrollment data to be given to Survey Representatives at the time of the student survey sessions. Although nearly 90 percent of the schools provided course offerings information during the spring of 1982, the majority were not able to provide enrollment figures until the fall of that year, when the schools were recontacted for student transcripts.

Finally, School Coordinators were notified during the First Follow-Up data collection period that they would be recontacted the following fall for their assistance in conducting the Student Transcript Survey. Each coordinator was sent a packet of materials including a list of selected students and a reimbursement voucher to cover the costs of reproducing up to 36 (or 72 in the case of merged schools) high school transcripts for 1980 sophomores. (If selected students had transferred individually to schools not in the HS&B sample, transcript requests were sent directly to the principal of the last school the student attended.) Initial transcript requests were followed several weeks later by a combination of letters and telephone calls offering further assistance (re-mailing of packets, etc.) to each nonresponding school. Follow-up activities continued through January of 1983.

Table 4.1 displays the completion rates for school questionnaires (both waves), course offering and enrollment data, and student transcript collection efforts. (Completion rates cannot be calculated for Teacher Comment Forms due to the absence of information on the total number of faculty members who had taught HS&B sampled students during the Base Year).

TABLE 4.1  
Response Rates for School Level Data Collection

	School Questionnaires		Course Offering Data	Enrollment Data	Student Transcripts	
	Base Year	First Follow-Up			HS&B Schools	Transfer Schools <sup>2</sup>
Number Selected	1,015	992 <sup>1</sup>	992 <sup>1</sup>	992 <sup>1</sup>	992 <sup>1</sup>	890
Number Responding	997	970	955	729	949 <sup>3</sup>	771 <sup>4</sup>
Response Rate	98%	98%	96%	73%	96%	87%

<sup>1</sup> Note: Of the 992 schools from which full participation was sought in the First Follow-Up, 975 were among the initial 1,015 that participated in the Base Year, and 17 were included because they received en bloc transfers of all students from Base Year HS&B schools. Of the 975 Base Year schools eligible for the First Follow-Up, school questionnaires were obtained from 956 or 98 percent.

<sup>2</sup> Transfer schools are defined as those to which 1,065 HS&B students had transferred as individuals.

<sup>3</sup> Of the 949 schools that responded, 4 were unable to furnish transcripts since the sampled students had received a GED only, not graduated, etc.

<sup>4</sup> Of the 771 schools that responded, 115 were unable to furnish transcripts since sampled students had never registered, transferred again, dropped out before earning credits, etc.

#### 4.3 Student Questionnaire Data Collection

Three types of student level data have been collected for High School and Beyond: questionnaires for 1980 seniors, questionnaires for 1980 sophomores, and high school transcripts for 1980 sophomores. A thorough discussion of transcript collection activities is presented in section 7.3.

In the Base Year survey, a single data collection methodology--on-campus administration of questionnaires and tests to the entire sample of students from each selected school--was employed for both student cohorts. In the First Follow-Up, three distinct data collection plans were employed. First, members of the 1980 senior cohort were surveyed primarily by mail. Nonrespondents to the mail survey (approximately 25 percent of the elder

cohort sample) were interviewed either in person, or by telephone. Second, members of the 1980 sophomore cohort who were still enrolled in Base Year schools, or who had transferred as part of a class to another school in the same district (over 25,000 individuals), were resurveyed and retested using a modified version of the Base Year on-campus procedure. Third, school leavers (dropouts, transfers, and early graduates) among the 1980 sophomore cohort were first subsampled using a disproportionate design (see Chapter 3 above). These selected school leavers (approximately 4,600) were then invited to group sessions held at public facilities near their homes (usually libraries or other municipal buildings), where they were resurveyed and retested by NORC Survey Representatives under conditions as similar as possible to the on-campus sessions. School leavers who could not attend scheduled group administrations were contacted by NORC Survey Representatives and resurveyed individually.

#### 4.3.1 Base Year Data Collection

Base Year student data was collected from students in 1,015 high schools between February 1 and May 15 of 1980. Sophomore and senior groups within each school were gathered in separate groups on scheduled survey days, and completed the questionnaires and tests in one session. A NORC Survey Representative (often assisted by the School Coordinator) was present with each group to explain survey procedures and to answer questions. An Orientation Day was held in each school, usually one to two weeks prior to Survey Day, in order to inform sampled students about the objectives of the study and to brief them on the requirements of participation, the voluntary nature of the study, and the procedures for protecting the confidentiality of their responses. Efforts were made during orientation sessions to identify all twins and triplets selected into the High School and Beyond sample and to recruit the participation of the non-selected twins and triplets in the study. Finally, a check was made during the orientation to see that parental permission forms had been obtained for all selected students in each school or district where this step was required.

The first step for students in each survey session was to complete a Student Identification Pages (SIP) booklet, which requested information about how the student might be located if selected for future follow-up. To preserve student confidentiality, these documents were handled, shipped, and stored separately from all other student instruments. The latter section of

the SIP booklet contained several questions designed to identify students who had been exposed to non-English languages outside of formal school courses. Students having such exposure then answered a special series of questions about their use of and proficiency in the non-English language, as well as their bilingual education experiences. This data was processed into a separate file containing responses from over 11,300 students.

Students were then given one hour to complete the questionnaires. During this time, Survey Representatives scanned the completed SIP booklets for missing or incomplete responses. At the end of the allotted time questionnaires were collected. Students were given a ten-minute break, during which Survey Representatives reviewed the questionnaires for completeness. Further attempts were made to obtain any data missing from either the SIP booklets or the student questionnaires before students left the survey session.

The cognitive tests were administered following the completion of the questionnaires. Tests consisted of six timed segments. The Senior Test Booklet also included a series of items on student perceptions about the six sub-tests and how the student was feeling while taking the test.

When the testing was completed, students with incomplete SIP booklets or questionnaires were asked to remain so that missing data could be captured. For certain questionnaire items considered crucial to the analytical objectives of the study, students were given the option of marking a special oval in the question field indicating that they did not wish to answer.

Following the survey session, NORC Survey Representatives made arrangements with School Coordinators to conduct make-up sessions for students who were not able to attend the first Survey Day. Survey Representatives then packaged all completed student questionnaire and test booklets for shipment to NORC's optical scanning subcontractor for the conversion of student responses to machine-readable form. Student Identification Pages, parental permission forms (if any), and administrative documents were returned to NORC's central offices for processing and storage.

Table 4.2 displays separately for each student cohort the numbers and percentages who completed Base Year questionnaires and tests.

Table 4.2

## Base Year Data Collection Results by Student Cohort

	Number of Selections	Completed Questionnaire		Completed Test	
		N	(%)	N	(%)
		1980 Sophomores	35,723	30,030	(84)
1980 Seniors	34,981	28,240	(81)	25,069	(72)
Total	70,704	58,270	(82)	52,638	(74)

## 4.3.2 First Follow-Up Data Collection

## 4.3.2.1 1980 Senior Cohort

Questionnaire data was collected from members of the elder cohort between February and June of 1982. During the fall of 1981, packets were sent by mail to all sample members, containing a HS&B Newsletter that described selected Base Year survey results and plans for the 1982 follow-up, as well as a request to return a form confirming or updating name and address information provided in the Base Year. (See Appendix B.2 for a copy of the Newsletter and Locator Form.) Those cases where the newsletter was returned by the post office marked "undeliverable" were turned over to central office telephone locators, who, using information obtained from the student name and address file, reverse telephone directories, and other locating tools, attempted to determine current addresses. The remaining cases for which addresses were not found were sent to the field for locating. As a result of mail returns and follow-up efforts by NORC staff, current mailing addresses were compiled for all but approximately 200 members of the elder cohort. First Follow-Up sample by the end of January 1981. These 200 were nearly all Base Year nonrespondents.

On February 12, a second packet was mailed to all members of the elder cohort for whom current addresses had been obtained. This packet contained a letter explaining the First Follow-Up study objectives and the general instructions for filling out the survey instrument; a 47-page 1980 senior cohort First Follow-Up Questionnaire (reproduced in Appendix A), a soft-lead

pencil for marking responses in the form, a respondent fee check in the amount of five dollars, and an addressed, prepaid envelope for returning the completed questionnaire to NORC. (See Appendix C.1 for a copy of this letter and a respondent fee check.) Ten days after the initial mailing, a postcard was sent to all cohort members expressing thanks to those who had returned completed forms and repeating the request to those who had not yet responded. (See Appendix C.1 for a copy of the reminder postcard.)

Additional follow-up efforts were undertaken five weeks after the initial mailing. By this time, over 6,100 completed senior cohort questionnaires had been returned. The remaining 6,100 nonrespondents were assigned to 300 NORC Survey Representatives at HS&B sample locations who initiated follow-up telephone calls to encourage senior cohort members to complete their questionnaires and return them by mail. This early contact with sample members allowed NORC to diagnose a variety of problems such as lost materials, questionnaires not received, recent address changes, and so on, and to take corrective action appropriate to each specific situation. The first round of telephone prompt calls took approximately two weeks to complete. Four weeks after the telephone follow-ups were begun, the number of completed forms received had risen to approximately 7,300 (about 60 percent of the First Follow-Up elder cohort sample).

Second telephone reminder calls were initiated on April 14, 1982.

During these calls, Survey Representatives attempted to assess whether or not sample members were likely to complete the questionnaire and to return it by mail. When it was considered unlikely, the Survey Representative attempted to complete the interview over the telephone. In all such instances, Survey Representatives attempted to ensure that telephone interview respondents had a copy of the questionnaire, allowing them to read all survey items and response categories for themselves. The Survey Representatives role was thus reduced to that of assisting the respondent to understand question wording and instructions, follow any routing directions (skip patterns), record the answers on his or her own copy of the questionnaire, and return the form to NORC offices. The second round of telephone reminders was completed by May 8, 1982 and resulted in the completion of an additional 1,000 questionnaires by mail and telephone, bringing the total to just under 8,300 responses (68 percent of the sample).

By the middle of May, the bulk of the on-campus data collection for the 1980 sophomore cohort had been completed, freeing Survey Representatives to follow up elder cohort members who could not be reached by telephone. Guided by the central office supervisory staff and by NORC's network of Regional and Associate Field Managers in 17 regions, HS&B Survey Representatives began extensive tracing efforts in order to reach all remaining non-respondents and persuade them to return questionnaires by mail or else to participate in either telephone or in-person interviews. By the end of the field period, questionnaire data had been obtained from 11,227 senior cohort sample members (94 percent of the total), and from an additional 192 non-selected co-twins of sampled students (94 percent of the augmentation twins retained in the First Follow-Up). Table 4.3 displays the numbers and percentages of elder cohort sample members in each of six administrative disposition categories, broken down by major sampling strata for the First Follow-Up. Data for about 75 percent of the total sample (80 percent of the completed cases) was collected by means of self-administered questionnaires returned through the mail. About 8 percent of the total (9 percent of completions) were interviewed over the telephone, and approximately 11 percent were interviewed in person by Survey Representatives.

Table 4.3

Data Collection Results for the Elder Cohort  
by the Major Sampling Strata

Sampling Stratum	Initial	Completed		Response	
	Selections	Cases	Refusals	Other <sup>1</sup>	Rate
Base Year Non-respondents	495	412	16	67	83%
Hispanic - High Achievement	659	626	11	22	95%
Hispanic - Others	1,841	1,705	35	101	93%
Black - High Achievement	554	521	8	25	94%
Black - Others	2,446	2,265	33	148	93%
Asian	554	516	6	32	93%
American Indian	208	192	7	9	92%
White - Low-SES/ High Achievement	516	500	5	11	97%
White - Others	4,722	4,490	111	121	95%
Total	11,995	11,227	232	536	94%

<sup>1</sup> Included under "other" are cases which were either not available, not located, deceased, or genuine other.

#### 4.3.2.2 1980 Sophomore Cohort

Chapter 3 above describes the dual nature of the 1980 sophomore cohort First Follow-Up sample. During the fall of 1981, School Coordinators reviewed printed rosters of HS&B younger cohort members originally selected at their schools and indicated which of the students were still enrolled at the same schools and which had transferred to another school, graduated early, or left school without graduating. School Coordinators were also asked to supply current name and address information for all individuals in the latter three categories, and then return the rosters to NORC. Students listed on the rosters had been previously annotated with a sampling flag or marker reflecting predetermined selection probabilities for several student strata as described in Chapter 3. Individuals who were both flagged and identified by School Coordinators as dropouts, transfers, or early graduates were then confirmed as selections into the school leaver sample. School leavers who were not predesignated by sampling procedures were classified as ineligible for the First Follow-Up.

It is important to note that the First Follow-Up sample design specifications state that the eligibility of students for follow-up is defined by their enrollment status as of the scheduled Survey Day at their Base Year schools. It was therefore necessary for School Coordinators to repeat the review of the original student rosters on Survey Day. Any changes in student status from the time of the original roster review (e.g., students transferring or leaving school; dropouts returning to full-time school enrollment) were immediately implemented by Survey Representatives in accordance with sample design specifications. By the completion of the data collection period, 25,150 students had been classified as currently enrolled in Base Year schools (or designated receiving schools--see below), and 4,587 had been selected into the school leaver sample (1,290 transfers; 696 early graduates; 2,601 dropouts).

#### 4.4 On-Campus Data Collection

On-campus data collection arrangements were sought for all younger cohort members who were still enrolled in the schools they attended during the Base Year, or who had transferred as part of a class to another school in the same district. (This latter group includes students who attended a junior

high school during the Base Year, as well as those whose Base Year schools closed, were destroyed or merged with other schools not in the HS&B sample.) Survey Days were successfully arranged in 952 school buildings. A total of 40 schools declined to hold survey activities on-campus during regular school hours. In most of these instances, administrators of noncooperating schools assisted the survey effort by reviewing student rosters, identifying school leavers, and updating address information for younger cohort members. Many officials assisted NORC Survey Representatives in securing alternative sites for survey sessions and in encouraging sampled students to participate in off-campus administrations.

Survey Days were conducted between February 15 and June 11, 1982. Activities generally paralleled those used in the Base Year. Prior to Survey Day the central office mailed to each cooperating school a package of materials pertinent to conducting school activities. In the package were included student invitations to survey day, notification to teachers of students selected to participate in the First Follow-Up, newsletters with articles of interest to participants about the Base Year Study and plans for the future, parent permission forms or notification letters where required, and pencils for use in completing questionnaires and tests. (Copies of the documents mentioned above can be found in Appendix C.2. See Appendix B.2 for the newsletter.) Tests and questionnaires, individually labeled with student identification, were sent to schools by a mail house. Teams of NORC Survey Representatives, assisted by School Coordinators, administered student questionnaires and tests to groups averaging 20 students in size on the first scheduled Survey Day. Make-up sessions were scheduled for all schools in which the student-level response rate was less than 95 percent. About 60 percent of the make-up sessions were conducted by NORC Survey Representatives and 40 percent were administered by School Coordinators. (See Appendix C.2 for a copy of a form entitled "We Missed You" which gave students the day, time, and place of the make-up.) By the end of the data collection period, 96 percent of the students eligible for on-campus survey administration had been resurveyed.

Two alternative data collection strategies were implemented for students enrolled in the 40 schools that had declined to allow on-campus sessions. Students enrolled in the 27 noncooperating schools located within

100 miles of at least one NORC Survey Representative were contacted by telephone. screened for current enrollment status, and, if not classified as a school leaver, invited to participate in a group survey session at a local public facility. (The screening process also allowed Survey Representatives to confirm the status of school leavers who had been predesignated for follow-up and to invite them to survey sessions as well; see below.) Over 95 percent of the 719 students currently enrolled at these 27 refusing schools were resurveyed in this manner.

There was a final group of 13 nonparticipating schools located over 100 miles from NORC Survey Representatives; it would have required unjustifiably large expenditures to administer the survey at these schools using similar methods. Students in these schools were screened by telephone for their current enrollment status and recruited to participate as appropriate. In these instances, however, eligible students were sent packets containing questionnaires, supplements, and other materials through the mail. A total of 340 students were found to be currently enrolled in these 13 schools; about 89 percent returned completed questionnaires to NORC offices. Cognitive test data was not collected from these younger cohort members.

#### 4.5 Off-Campus Data Collection

Off-campus survey sessions were held for 1980 sophomore cohort school leavers between February 20 and June 25, 1982. Because it was necessary to reconfirm the enrollment status of each student as of the first scheduled Survey Day at students' Base Year schools, off-campus group administrations were always scheduled after Survey Days at the schools where selected transfers, early graduates and dropouts had formerly been enrolled.

After identifying the out-of-school sample, Regional and Area Field Managers attempted to contact respondents by telephone. Once located, managers reintroduced respondents to High School and Beyond and informed them of upcoming survey activities. This initial telephone contact helped gain cooperation and reduce in-field locating. The Survey Representative was responsible for contacting and locating those respondents without telephones or those who for other reasons could not be reached.

Approximately one to two weeks before the in-school survey, the Survey Representatives began to recontact located respondents and initiate in-field

locating efforts for those not previously found. Once contacted, respondents were again screened for status and then scheduled for group administrations at previously determined sites. Respondents were offered alternative group sessions plus a payment of \$25 (\$10 for taking the test, \$10 to cover travel expense and \$5 incentive) in an effort to avoid scheduling problems and to enhance cooperation. (See Appendix B.2 for a copy of the Check Request Form for Out-of-School Sophomores.) Because the off-campus sessions typically involved only two to five school leavers, these administrations were handled by a single Survey Representative.

Group administrations followed the same format as in-school sessions; the appropriate questionnaire (and supplement) were administered first, followed by a short break, ending with the time test. Survey Representatives scan-edited completed questionnaires during the testing period and attempted to retrieve missing or incomplete data before the participants left the sites. Survey materials were then assembled for shipment to the central office.

Although 85 percent of the participating school leavers were resurveyed in group administrations, a substantial minority were not able to attend scheduled sessions. Survey Representatives were able to personally interview and retest 465 of these individuals whose home addresses were close to areas where other survey activities were underway. In addition, 92 interviews were conducted over the telephone, and 60 completed questionnaires were returned by mail by school leavers whose residences were more than 50 miles from the closest Survey Representative. No First Follow-Up test data was obtained for the latter two groups.

Table 4.4 displays data collection results separately for dropouts, transfers, and early graduates.

#### 4.6 Management of Student Questionnaire Data Collection

The management and supervision of data collection was multi-level in structure and dispersed between both central office and field staff. A Field Manager was responsible for management of all field activities and reported to the Project Director. Reporting to the Field Manager were five Central Office Supervisors (COS) who functioned as liaisons between the central office and the field. For administrative and management purposes, the country has been

Table 4.4  
Data Collection Results for Younger Cohort School Leavers  
by Student Type

	Number of Selections	Completed Questionnaires		Completed Tests	
		N	(%)	N	(%)
Dropouts	2,601	2,289	(88)	2,034	(78)
Transfers	1,290	1,170	(91)	1,073	(83)
Early Graduates	696	643	(92)	595	(86)
Total	4,587	4,102	(89)	3,702	(81)

divided into 17 geographic regions, each supervised by a Regional Field Manager (RFM) responsible for the data collection activities within her region. Each RFM reported to an assigned COS. The RFMs were assisted by a staff of Associate Field Managers (AFM). The RFMs and AFMs supervised a total of approximately 260 Survey Representatives.

#### 4.7 Training for the Student Questionnaire Data Collection Effort

During the pre-field phase three types of individual training sessions were held; central office supervision training, Regional/Area Field Manager training, and central office telephone locating training.

A one day training session was held in September 1981 for the five Central Office Supervisors who were responsible for coordinating field activities. Topics covered in their training included: securing cooperation at state and district levels, school refusal conversion, supervision of field personnel, and pre-field locating tasks. During the next three months Central Office Supervisors received individual in-service training for the supervision of the mail-out shop, receipt control, and the telephone locating shop. The effective monitoring of cost and production reports was another area covered during the on-the-job training period.

In a three day Chicago training held in mid-October, NORC's Regional and Area Field Managers were instructed in overall management, securing school level cooperation, scheduling of Survey Days, recruitment of Survey

Representatives and pre-field telephone locating of Sophomore out-of-school sample members. Central Office Supervisors simulated actual survey activities by the use of written specifications, role playing, mock telephone calls, and case studies. Accurate report taking and the monitoring of cost and production were also stressed.

All Field Managers who directly supervised interviewers attended a three and a half day training session held in Chicago in early February. Prior to training, home study materials consisting of administrative and survey specifications as well as a trainer's guide were sent to all trainees. The focus of this training session was to prepare Field Managers to train Survey Representatives in survey procedures. Small group role playing was extensively used in order to simulate Field Manager regional trainings. In addition to project administrative training, Field Managers received a one and a half day training in conducting in-school surveys and group administrations. One day was devoted to gaining Senior cohort cooperation and conducting telephone and in-person interviews. The last half day training was used to reinforce locating techniques, explain reporting and case transference procedures and to answer unresolved questions.

Two weeks after Field Manager training, seventeen regional trainings, attended by over 300 Survey Representatives, were held across the country. Interviewers new to NORC were asked to attend a general training session held one day before project specific training. General training introduced new staff to NORC and instructed them in interviewing and the administration of survey documents. Presentations were also given on standards of accuracy, confidentiality, sampling, and respondent rights.

Home study packets containing survey specifications for the Sophomore and Senior Cohorts, the role of the School Representative and the Group Representative, and administrative procedures were sent to all trainees. Exercises were included to assist interviewer understanding of study procedures.

The same topics covered in the Field Manager training were covered in the Survey Representative training. Telephone and field locating techniques as well as the interchangeable roles of the School and Group Representative were also presented. Again, role playing and simulations were extensively used throughout training.

## 5. DATA CONTROL AND PREPARATION

Data control and preparation refers to a series of procedures governing the preparation of completed questionnaires for optical scanning. The process involved monitoring the receipt of documents from the field staff and from individual respondents, editing the completed instruments for missing information, retrieving missing information for specified questions, and validating a predetermined percentage of the interviews conducted in person or by telephone. All of these procedures were completed prior to shipping the sophomore and senior instruments to Westinghouse Information Services (WIS) for data conversion by optical scanning. Chapter 5 summarizes the data control and preparation of First Follow-Up questionnaires. See Chapters 7 and 8 for descriptions of the transcript, course offerings, and course enrollments activities.

### 5.1 Base Year Procedures

The procedures for data control and preparation varied significantly between the Base Year and the First Follow-Up. Since the Base Year student instruments were less complex than the First Follow-Up student questionnaires (for example, they required no open-ended coding, etc.), the completed documents were sent by Survey Representatives directly from the schools to the scanning subcontractor. The scanning computer was programmed to perform the Critical Item Edit (described below) and to produce reports that identified the critical items with missing information for each case. The reports were sent to NORC, where data retrieval was completed. (The Base Year Teacher Comment Forms were also sent directly to WIS for optical scanning, but no data retrieval was conducted.)

The Base Year school questionnaires and parent questionnaires were converted into machine readable form by the conventional key to disk method at NORC. In the Base Year, most school questionnaires were completed and returned to NORC before the scheduled Survey Day at the school; the remainder were collected by Survey Representatives during their Survey Day visits. This sequence permitted retrieval of missing school questionnaire data for most institutions during the course of scheduled survey activities, obviating the need for additional contact with school officials.

## 5.2 First Follow-Up Procedures

### 5.2.1 Shipping and Receiving Documents

All documents shipped to NORC from the field (e.g., the sophomore questionnaires and tests completed on Survey Day in the schools), and all of the instruments shipped from NORC to WIS for optical scanning, were accompanied by a detailed transmittal form that listed each case in the shipping carton. Upon arrival at NORC, the contents of each carton were thoroughly inspected by the receipt control supervisor. Documents were assigned disposition codes which characterized the completion status for each case in terms of both respondent type and the presence or absence of relevant materials. Any discrepancies were resolved with the appropriate Survey Representatives or Field Managers within a 24-hour period. Data control disposition codes were then entered into the in-house processing segment of NORC's Automated Survey System (NASS), and routed to the appropriate processing station. Additional updates were made to the NASS record for each case as remaining procedures (editing and coding, data retrieval, interview validation) were completed. A final entry into the NASS record was made when the case was processed for shipment to Westinghouse Information Services for optical scanning. The transit of large shipments of edited instruments to WIS was safeguarded by the use of Brinks Incorporated, which provided portal-to-portal secure delivery.

### 5.2.2 Editing and Coding

A staff of 16 coders/editors handled over 40,000 student questionnaires and nearly 1,000 school questionnaires. Editors and coders were trained for one week, followed by a 100 percent review of the first 40 cases edited by each trainee. Those not performing satisfactorily were either terminated or retrained, depending upon the severity of the problem.

The first data preparation step for each completed document was the Critical Item Edit. (The large sample and lengthy data collection instruments of High School and Beyond make 100 percent editing of each questionnaire infeasible.) A list of approximately forty items in each of the major survey instruments were designated as "critical" or "key" items (see Appendix D). Items were so designated if they were deemed to be crucial to the methodological or analytical objectives of the study. Most of the key items are of self-evident policy relevance; others were chosen as a means of checking whether survey respondents had properly followed routing instructions, or

whether they had inadvertently skipped portions of the questionnaires. Cases were deemed to have failed the Critical Item Edit if the respondent did not provide a codeable response to any key item. Thus, omissions, illegal multiple responses and vague, unclear responses were grounds for failure. In each document, items failing the edit were flagged and the document routed to the data retrieval station, where respondents were called by telephone to obtain missing information or otherwise resolve the edit failure.

In addition to the Critical Item Edit, other coding tasks included:

- 1) Occupational and industrial coding for each job held <sup>1</sup>
- 2) Coding the names of postsecondary schools attended <sup>2</sup>
- 3) Military coding of specialized schooling, specialty and pay grade <sup>3</sup>
- 4) Field-of-study coding for most recent major at each postsecondary school attended <sup>4</sup>
- 5) Coding the new open-ended questions in the Early Graduate and Transfer Supplements <sup>5</sup>

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<sup>1</sup> The directories used included the U. S. Department of Commerce, Bureau of the Census, Classified Index of Industries and Occupations 1970, and U.S. Department of Commerce, Bureau of the Census, Alphabetical Index of Industries and Occupations 1970. The 1970 edition was used so that the coding on High School and Beyond would coincide with that used on NLS 72.

<sup>2</sup> Schools were coded using FICE six-digit codes. The directories included the NCES Directory of Post Secondary Schools with Occupational Programs, 1975-76, and the NCES Education Directory, Colleges and Universities, 1981-82. Codes were created for unique situations not listed in these directories.

<sup>3</sup> Department of Defense, Occupational Conversion Table, Enlisted 1974. A copy of this edition was obtained from Research Triangle Institute, so that High School and Beyond Military coding would be compatible with that used for NLS 72.

<sup>4</sup> The field of study information was converted into six-digit codes using the HEGIS Taxonomy. The directories used included; HEW, NCES, A Taxonomy of Instructional Programs in Higher Education, 1970 and HEW, Vocational Education and Occupations, 1969. These directories were also used for field of study coding on NLS 72.

<sup>5</sup> These codes were created during the coding process.

- 6) Coding licenses, certificates and diplomas <sup>6</sup>
- 7) Entering all numerical responses into optical scanning grids <sup>7</sup>

In general, the survey instrument for the 1980 senior cohort contained many more open-ended questions than that used for the younger cohort. An exception is the instrument completed by 1980 sophomores who left school without graduating, which included many of the employment-related items from the senior cohort questionnaire. Thus, senior questionnaires took an average of 16.4 minutes to edit and code, while questionnaires from sophomores no longer attending their Base Year high schools averaged 19.4 minutes, and instruments from sophomores still attending their same Base Year school required an average of 10.9 minutes for editing and coding.

### 5.3 Data Retrieval and Validation

The proportion of cases requiring retrieval varied widely between the sophomore and senior cohorts due to differences in the method of administration. Senior instruments completed in an unsupervised setting had a 43.6 percent retrieval rate while sophomore instruments were notably below that at 16.5 percent. The lower retrieval rate among sophomores was achieved through the use of on-site edits performed by Survey Representatives on school Survey Days and at off-campus group administrations. Questionnaires with missing or incomplete information on critical items were handed back to the student for corrections. The students generally complied, time and circumstances permitting.

Interview validation is the process of recontacting selected respondents in order to repeat the collection of specified data. Data

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<sup>6</sup> To insure compatibility, the various licenses, certificates and other diplomas received by respondents were coded according to two-digits created for NLS-72.

<sup>7</sup> The optical scanning equipment could only read information as darkened ovals. As a consequence, all numerical responses, such as birthdate, dates of employment, etc., had to be entered into numerical optical scanning grids for processing.

from validation calls (conducted from the central office) is then compared with data collected by Survey Representatives through personal or telephone interviews. Discrepancies in the two data sources are investigated, and if not resolved, the respondent is re-interviewed. Further validation is then conducted for an interviewer whenever validation failure occurs, and follow-up action taken as appropriate.

Since the process of validating an interview also requires a phone call to the respondent, cases requiring both validation and retrieval were handled in a single call to lessen impositions on the respondent's time. As noted earlier, approximately 10 percent of the instruments completed in person or by telephone were validated. No cases were found to fail validation checks in the First Follow-Up.

## 6. DATA PROCESSING

Data processing activities during the First Follow-Up spanned the entire length of the project, beginning with maintenance of the school name-and-address file (used for contacting schools during the prefield period) and concluding with machine editing and the preparation of public use data tapes. Data processing in the Base Year was less extensive since the sampling procedures, instruments, and the resulting data base were usually less complex. This section will focus on First Follow-Up questionnaire activities while providing a brief description of data processing during the Base Year. Sections 7.5 and 8.8 contain descriptions of data processing activities for transcripts and for course offerings and enrollments, respectively.

### 6.1 Base Year Data Processing

As discussed in earlier chapters, the Base Year student instruments were limited to two versions (one per cohort) and the instruments contained only one logical branch or skip sequence for respondents to follow. Because of this simplicity, it was efficient for the optical scanning contractor to perform the critical item edit and convert blank fields to missing value codes (see below and Chapter 7) at the time of completing the data conversion. The optical scanning contractor, Westinghouse Information Systems (WIS-then Westinghouse Learning Corporation) converted the blank response fields to missing value codes according to instructions from NORC.

WIS created separate data files for the two cohorts. Upon receipt of each file, NORC first conducted an audit of a sample of cases, comparing the scanned and machine edited data files with the actual hard-copy questionnaires, as a final check on the accuracy of the data conversion. Then, to facilitate merging the two files into a single dataset, NORC reformatted the tape so that identical questions in both versions occupied the same tape positions in each file. In general, the order of the data followed that of the senior questionnaire. Items unique to the sophomore instrument were interspersed among the senior items so that sophomore data remain approximately in the same order as in the questionnaire. Also, whenever necessary, the sophomore response category values were recoded to match those for the elder cohort. NORC also produced SPSS control cards and ran frequency distributions on the merged file for the purpose of checking for out-of-range

values. Only a few out-of-range codes were found and those were assigned appropriate missing value codes.

As noted above, Base Year questionnaires were designed so that only one explicit "SKIP TO" instruction appears in the senior questionnaire (seniors not going on to college do not complete the last section of their instruments on college education), and none in the sophomore questionnaire. In the case of two or more related questions, the items following an implicit screening or filter question contain response options appropriate for those "screened out" by the filter question. In the Base Year, no inter-item consistency checks were carried out between the implicit filter questions and the related (dependent) items.

A final task was the computation of the composite variables. The Base Year composite variables were constructed to be compatible with those contained on the public use file for the National Longitudinal Survey of the High School class of 1972 (NLS-72). These composite variables are part of the First Follow-Up public use tape and are discussed later in this chapter.

## 6.2 First Follow-Up Data Processing

In addition to maintaining an up-to-date school name-and-address file, data processing staff produced computer-generated rosters for each school, listing all of the 1980 sophomore cohort participants and any of the 495 Base Year participants selected at that school (if any). Schools were asked to update the rosters with respect to a student's current status (e.g., still enrolled, transfer, dropout, or early graduate) and current address information if the student was no longer attending that school.

Completed rosters went through a process of editing, data retrieval, and data entry. The updated information provided a basis for the computer-generated Survey Representative Assignment Logs and face sheets for locating sophomore school leavers prior to Survey Day. The updated information also provided current mailing addresses for the elder cohort.

## 6.3 Receipt Control Procedures

Using the NORC Automated Survey System (NASS), separate NASS files were produced for tracking school level events as well as sophomore and senior

cohort survey activities. From the school NASS file, weekly summary reports were generated that tracked refusal rates and patterns, completed survey days or delays, and the receipt of school level documents (i.e., school questionnaires). NASS also generated customized calendars of scheduled school survey days for each NORC Survey Representative.

Weekly summary reports were produced on the receipt of sophomore and senior questionnaires, and data control disposition codes were added to the NASS files, making it possible to track the internal movement of instruments through mail receipt, editing, data retrieval, validation, and shipment for optical scanning at WIS. As noted in Chapter 5, the NASS also generated the transmittal for shipping the prepared instruments to WIS.

At the end of the data collection period a reconciliation between the three files provided an accurate count on the number of survey participants and documents received. The reconciliation used three types of checks: check digits derived from a fixed mathematical formula that easily identified misread or miscopied student ID numbers, a comparison of respondents' birthdates and sex against Base Year data, and a comparison of field transmittal forms against what the NASS records indicated had been returned from the field. All discrepancies were reported for review and resolution.

#### 6.4 Data Entry of School Questionnaires

Because of the comparatively small number of school questionnaires to be processed, automated scanning procedures for this questionnaire would not have been cost-effective. For these reasons, the school questionnaire was converted to machine-readable form using NORC's DATA-100 key-to-disk data-entry system. This system incorporates a program that checks data as it is entered and facilitates the correction of any keystroke errors.

Data fields of critical importance were verified (independently re-keyed) on 100 percent of the documents. Ten percent of the documents were fully verified as a check for systematic errors. A recent test of NORC's keying error rate has shown it to be approximately one half of one percent, and those errors were rectified in the course of computer editing.

## 6.5 Testing the Optical Scanning Program

As discussed in earlier sections, the student questionnaires were optically scanned using equipment that read darkened ovals or marks on the page. NORC conducted extensive tests and checks of the machine's ability to correctly read the darkened ovals. An early test of 131 documents revealed an adjustment to the mark sense threshold was necessary. A second test of 90 documents was conducted and a thorough audit of the results verified that satisfactory data conversion was being achieved.

## 6.6 Machine Editing

The NORC cleaning program (EDIT) was used for machine editing the school questionnaires. The program incorporated both simple checks for valid codes in every data field and logical checks for inter-item relationships. The final product was an EDIT report that listed every case that failed the machine edit and the source of the failure. Data preparation personnel, working from these reports, retrieved the documents in question and resolved the problems.

This approach to data cleaning insured that data was not distorted or falsified in the editing process. Genuine inconsistencies were resolved by calling back respondents or instructing the EDIT program to accept the inconsistency. The decision in each instance was based on considerations of data quality, economy, and the prospects of retrieving the correct information.

With respect to the student questionnaires, a case-by-case inspection of inconsistencies and stray codes was impractical due to the sheer number of cases and the fact that the pages of the questionnaires had been cut apart as preparation for data entry by optical scanning. Consequently, programs were written to automatically perform the necessary machine editing. The tasks performed included: resolution of inconsistencies between filter and dependent questions, supplying the appropriate missing-data code for questions left blank, detecting illegal codes and converting them to missing data codes, and generating a report on the quality of the data as measured by the incidence of correctly and incorrectly answered fields and correctly or incorrectly skipped fields.

Inconsistencies between filter and dependent questions were resolved in consultation with NCES staff. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were not responsive to the intent of the dependent question. Data retrieval verified that filter questions were typically answered correctly, and the dependent questions which should have been skipped were often answered simply because they seemed to apply. The manual editing procedures left such inappropriate responses to be expunged during the machine edit.

After improperly answered questions were converted to blanks, the student data were passed to a program which supplied the appropriate missing-data codes for blank questions. The program converted questions left blank according to several criteria. If a previous question had been answered in a way that required that the current question be skipped, a "legitimate skip" code was supplied. If not, a "missing-data" code was supplied, except in the case of critical questions. Critical questions with missing data were flagged during data preparation, and attempts were made to obtain the information by telephone. If the respondent specifically refused to answer a question during the call-back, a scannable oval was marked. Critical questions marked in this way were assigned a special code of "refused." Otherwise, critical questions were treated in the same manner as others. Finally, additional missing-data codes for multiple-coded questions were supplied by the scanner.

Detection of out-of-range codes was completed during scanning for all questions except those permitting an open-ended response. For the hand-coded, open-ended questions (such as the 3-digit occupation and industry codes, or the 6-digit college and field-of-study codes), the data was compared to the list of valid codes, and invalid codes were converted to the "no answer" value. The numbers of invalid codes detected were negligible.

For measuring data quality, the machine-edit programs produced bar graphs that displayed the frequencies for the different situations recognized by the programs: questions properly answered, questions properly skipped (the "legitimate skip" code), questions skipped in error (the "no answer" code), and questions answered in error.

The treatment of inappropriately answered items (i.e., those a respondent was instructed to skip) relied on the results of the critical item

editing procedure. With only one or two exceptions, screening or filter questions were designated as critical items. When respondents were inconsistent in answering these items, either by responding to items they were instructed to skip, or by failing to answer dependent questions related to the filter item, the case was classified as a credit failure. Telephone calls were used to obtain responses to items skipped in error. In addition, the results of these calls demonstrated unambiguously that inappropriate answers to filter-dependent items were universally caused by respondents' failure to comply properly with the routing instructions of the filter questions. Rather than skipping to the designated target question to resume their responses, these individuals attempted to answer each filter-dependent question that appeared to offer a reasonably suitable response category. On the strength of these findings, all filter-dependent responses entered in error were converted to the proper missing data values (i.e., the "legitimate skip" code).

#### 6.7 Data File Preparation

The Base Year file combined data from both student cohorts into a single data set. For the First Follow-up separate files were produced for each cohort. The sophomore student data file has a relatively complex layout. The initial section has a randomized ID number, various data flags and composite variables, and several weights needed to use the file; followed by the Base Year data record (if present), formatted exactly as in the Base Year public use student file; followed by the First Follow-up sophomore data (if present). No student has data for all of the documents used for the younger cohort; only the initial section contains data for all cases in the file. Documents that were not obtained because of a student's status (e.g., basic sophomore questionnaire for dropouts, dropout questionnaire, and transfer supplement for early graduates) are represented in the file by the "legitimate skip" code for all variables (9, 99, 999, etc.). In the few cases when early graduates or transfer students failed to fill out the appropriate supplement, but did complete a basic sophomore questionnaire, the missing supplements are represented by the "no answer" code for all variables (8, 98, 998, etc.).

The file contains a record for every Base Year sophomore who was in-scope for the First Follow-Up: that is, everyone who is still in school, plus

school leavers who were selected for follow-up. All in-scope students are included in the file, whether they participated in High School and Beyond or not.

The senior cohort file layout is considerably simpler than the sophomore layout. There is only one follow-up document for seniors. The record thus contains a (randomized) ID number, flags, and weights, the Base Year public-use data record, and the follow-up questionnaire record.

#### 6.8 Construction of Composite Variables

The composite variables and indices created for the First Follow-Up data files are described below. The mnemonic for each composite or index (in parentheses) is the SPSS variable name found in the control card files accompanying the data files (see Chapter 7).

**SEX.** Students' sex was available in three survey documents: the Base Year questionnaire, the Base Year student ID Pages, and the Follow-Up questionnaire. If one or more of these sources contained a valid sex code (and none of the sources contained a conflicting sex code) that code was taken for the composite sex variable (SEX).

In 857 cases either no valid sex code or contradictory sex codes were found. When the information was missing, the value of the composite sex variable was assigned by inspection of the students' first names. In the small number of cases with inconsistent codes, a thorough review of the documentation for the case was carried out until the conflict was resolved.

**RACE.** Race and ethnic origin codes were available from both Base Year and First Follow-Up questionnaires. (See Questions 90 and 91, p. 8-56, for Base Year race and ethnic origin items and Questions 52 and 53, pp. 8-191 and 8-192, for First Follow-Up race and ethnic origin questions.) Composite race-ethnicity codes (RACE) were assigned according to a hierarchical sequence as follows: (1) if a Hispanic ethnic origin (codes 01-04) was indicated either year, the student was coded as Hispanic; otherwise (2) if an American-Indian race code, code 3, was present either year, the student was coded as American-Indian; otherwise (3) if an Asian race code, code 1, was present either year, the student was coded as Asian; otherwise (4) if a race code of "Black," code 1, was present either year, the student was coded as Black; otherwise (5) if a race code of "White," code 2, was present either year, the student was coded as White.

All remaining students (685 in both cohorts combined) were assigned to the residual category, "Other." This category therefore includes students whose race was coded as "Other" or was missing in both questionnaires and who did not give a Hispanic ethnic origin either year.

## 6.9 Test Composites and Quartiles

### 6.9.1 1980 Sophomore Cohort

The Base Year test composite (BYTEST) is an average of the reading, vocabulary, and math (Part 1) standardized scores (YBREADSD, YBVOCBSD, YBMTH1SD); or of as many of them as are non-missing. If all three are missing, the composite score is missing. Quartiles cut the population (weighted by BYTESTWT) into four equal categories. The cutting points are 42.53, 49.07, and 56.28.

The follow-up test composite (FUTEST) is calculated in exactly the same way, using FYREADSD, FYVOCBSD, and FYMTH1SD, or as many as are non-missing. The quartiles (weighted by FUTESTWT) divided the population into quarters at 42.50, 49.59, and 56.91.

### 6.9.2 1980 Senior Cohort

The Base Year test composite (BYTEST) for seniors was slightly more complicated because there were two vocabulary tests for seniors. Where both were present, they were combined into a single vocabulary score, weighting by the number of items in each. EBVOC1SD had 15 items, and EBVOC2SD had 12, so the combined vocabulary score was  $(15 \times \text{EBVOC1SD} + 12 \times \text{EBVOC2SD})/27$ . This procedure had the effect of scoring the two tests as one long test. If only one vocabulary score was non-missing, it was taken for the combined vocabulary score. This procedure tends to equalize the weight allocated to the three tests in the computation of the senior cohort test composite.

With this done, the composite test score was computed, as for sophomores, as an average of the non-missing scores among EBREADSD, EBMTH1SD, and the combined vocabulary score. The file was weighted by BYWT to determine the quartile points of 43.28, 49.86, and 56.44.

The elder cohort was not retested in the First Follow-Up.

### 6.10 SES Composite and Quartiles

BYSES, a socioeconomic status composite, was copied from the Base Year public-use file for both cohorts. In addition, a new composite SES score for the First Follow-Up was constructed from the First Follow-Up questionnaire for the sophomore cohort. However, the senior follow-up questionnaire did not include enough items to construct an analogous follow-up SES composite for seniors. Sophomores who did not complete an in-school questionnaire (i.e., dropouts, and nonparticipants) are likewise missing follow-up SES.

The Base Year quartile ranks for the socioeconomic composite were not copied from the Base Year. Rather, for both BYSES and FUSES new quartile ranks were calculated that did not assume a normally distributed population of SES scores. All of the following calculations, except the quartiles, were done (insofar as possible) exactly as in the NLS-72 data files, to maintain compatibility.

The SES composite has five components (described below). For each case, the composite score is an average of all the non-missing components. If one component only, or none, is non-missing, the SES composite is assigned a missing value.

The first component is father's occupation, recoded into the Duncan SEI scale by assigning mean SEI scores to the categories of the High School and Beyond occupation question. The source variable is FY53A. The recode, taken from the NLS-72, assigns SEI scores thus:

02 = 56.58	03 = 27.41	04 = 28.00	05 = missing	06 = 7.33
07 = 67.73	08 = missing	09 = 19.18	10 = 70.21	11 = 70.21
12 = 49.70	13 = 38.00	14 = 54.42	15 = 70.21	16 = 15.90
17 = 16.40	18, 19 = missing			

The second and third components are father's and mother's education, recoded as in the NLS-72. The variables are, respectively, FY55 and FY56 in the in-school questionnaire. These are recoded 02 = 1; 03 = 2; 04, 05, 06, 07 = 3; 08 = 4; 09, 10 = 5; 11 = missing.

The fourth component is family income, recoded to be linear in dollars, as in the NLS-72. Thus category midpoints are assigned to the codes of FY111, in thousands of dollars. (The top category, \$50,000 or more, was given a "midpoint" of \$60,000.)

The final component is a scale of eight household-possession items, FY113B to FY113I. Each of these is standardized; then as many of them as are non-missing are averaged to provide this last component.

Each of the five components is standardized separately, and then the non-missing components are averaged to form the raw SES score. The quartile score is formed by dividing the raw score at -.54, -.07, and +.49, so that the distribution (weighted by BYWT or FUWT, as appropriate) will be evenly distributed among the four codes.

Note that in the Base Year public-use file, the middle two codes of the SES "quartile" were combined; and the quartile cutting points were determined not from the data but (as in the NLS-72) from the assumption of a normal distribution. For the follow-up release file, we have therefore recalculated the Base Year SES quartiles for both sophomores and seniors, to provide four categories with equal (weighted) frequencies.

### 6.11 Psychological Scales

For both seniors and sophomores we provide the same five psychological scales as in the Base Year. These scales, and their components, are:

Self-concept:	FY75A, C, D, H	(sophomore in-school)
	FD77A, C, D, H	(sophomore dropout)
	FE75A, C, D, H	(senior)
Locus-of-control:	FY75B, E, F, G	(sophomore in-school)
	FD77B, E, F, G	(sophomore dropout)
	FE75B, E, F, G	(senior)
Work orientation:	FY73A, C, E	(sophomore in-school)
	FD82A, C, E	(sophomore dropout)
	FE85A, C, E	(senior)
Family orientation:	FY73B, H, I	(sophomore in-school)
	FD82B, H, I	(sophomore dropout)
	FE85B, H, I	(senior)

(Note that component 'I' is given negative weight.)

Community orientation:	FY73F, G, J	(sophomore in-school)
	FD82F, G, J	(sophomore dropout)
	FE85F, G, J	(senior)

For all of these composites, each component is standardized separately (using the appropriate weight), and the non-missing components are averaged. Students missing all the components of any scale are assigned the missing value (8) for that scale.

## 7. THE STUDENT TRANSCRIPTS SURVEY

### 7.1. Overview

During the fall of 1982, high school transcripts were sought for a sample of 18,427 members of the HS&B younger cohort (1980 sophomores). The existence of transcript data facilitates two important research efforts:

- The validation of certain information provided by students in their responses to HS&B questionnaires, and
- The investigation of course taking patterns and enrollment rates by student characteristics, and the relationship of such patterns to students' activities and success after high school.

The Transcripts Data File augments a large and growing database from the High School and Beyond Survey. The files may be merged with a growing system of related databases by means of a common student identification number.

The sample for the Transcripts Survey was selected from the subset of 1980 sophomores who had been retained for the First Follow-Up (including non-sampled co-twins of selected students). First Follow-Up selections were first grouped into sampling strata based on school and student characteristics recorded in survey files. The sample design represents an optimization of two competing objectives: the need for subgroup samples of sufficient size for complex multivariate policy analyses, and the desire to avoid undue losses in statistical power due to disproportionate sampling.

The allocation (described in section 7.2 below) is an effective compromise between these goals. Nearly 18,500 of the 30,000 1980 sophomores included in the First Follow-Up were retained in the sample for the Transcripts Survey. Of these, approximately 70 percent (nearly 13,000) were retained with certainty because of membership in groups of current policy interest, and the remaining 30 percent were subsampled with a probability of approximately .35. The sample as drawn thus maximizes the subgroup sizes for such strata as twins, dropouts, students from private schools, selected minority groups, and students whose parents were surveyed in the Base Year. At the same time, the relative efficiency of the sample is essentially the same as that observed for the entire 30,000 case First Follow-Up sample.

The request for transcripts was directed not only to the regular HS&B sample of approximately 1,000 schools, but also to some 900 schools to which 1980 sophomores had transferred since the Base Year survey.

A letter to the Survey Coordinators at the HS&B schools at the time of the First Follow-Up alerted them to the prospective Transcript Survey planned for the fall of that year, 1982. (For a copy of this letter see Appendix A.) In addition, in the First Follow-Up survey questionnaires 1980 Sophomores were asked to sign a form authorizing the release of their high school transcripts to the study, and to indicate the name and address of the last high school attended, if different from the school they attended at the time of the Base Year survey.

Transcripts, and other school materials necessary for their interpretation and coding (e.g., school course catalogs and student handbooks), were collected in the fall (September through December) of 1982. At that time the principals were sent letters explaining the Transcript Study. They were also sent instructions for preparing the transcripts, a checklist of students' names, and a reimbursement form. These items are in Appendix C.3.

Student Transcript Data Files contain records for each secondary level course taken. Information for each course includes a 6-digit course identification number, the school year and term the course was taken, the credits earned and the final grade. Courses that are part of special curricula or programs (e.g., bilingual education, special education, programs for gifted students) are so identified. In addition, for each student the record contains information on the student's rank in class, overall grade point average, number of days absent for each school year, number of days of suspensions, the date and reason the student left school, and identifying codes and scores for standardized tests taken by the student (PSAT, SAT, ACT, or Advanced Placement Tests), and whether or not a school catalog had been coded.

## 7.2 Sample Design and Sample Selection for the High School Transcripts Study

The sample for the High School Transcripts Study consists of 18,427 selections from among the 1980 sophomores who were eligible for the First Follow-Up Survey. The major features of the sample design include:

- the oversampling from population segments of special concern to education policy makers as established in the Base Year Survey (described below).
- The inclusion of non-sampled co-twins of HS&B sampled twins.
- The inclusion of a small sample of nonparticipants in the Base Year Survey to aid the assessment of the extent of nonresponse bias in Base Year results.

These design features were implemented by stratifying the sample of 1980 sophomores who were retained for the First Follow-Up according to self-reported student characteristics and school level data. Initially derived strata were then combined into two major partitions: one containing policy-relevant subgroups which were to be selected with certainty for the Transcripts Study, and the other containing all remaining 1980 Sophomores (See Table 7.2-1). In all, 12,309 cases were retained in the sample with certainty--12,034 cases in the probability sample plus 275 non-sampled co-twins. In addition, a systematic sample of 6,118 cases were subsampled from among 17,703 remaining First Follow-Up selections, with a uniform probability of approximately .35.

Sampling strata shown in Table 7.2-1 were defined as indicated in the legend. Sample members were then assigned to strata in the sequence specified in the table. That is, first, all twins were identified and assigned to the twins stratum. Then, from all remaining cases, members of the specially selected subsample of Base Year Survey nonparticipants were identified and assigned to the second stratum. Third, students from private schools were identified from among those not previously assigned to the twins or Base Year nonparticipant strata, and were assigned to the private school stratum. Eight additional strata were created by repeating the process of assigning to each subsequent stratum all cases which had not been previously assigned to any earlier stratum. The first column of Table 7.2-1 presents the marginal stratum sizes resulting from the hierarchical nature of the assignments. A

Table 7.2-1

Sample Allocation for the High School Transcripts Survey  
of High School and Beyond

A. Retained in Transcripts sample with certainty (given retention in the First Follow-Up)		
<u>Stratum</u>	<u>N of Marginal Selections</u>	<u>Total N in Stratum</u>
Twins (in sample)	357	357
Base Year nonrespondents (for nonresponse bias assessment)	485	488
Students from private schools	3,576	3,636
Dropouts, early graduates, and transfers to private schools	2,947	3,424
Cubans and Puerto Ricans	544	990
High Achievement Hispanics	570	1,195
Asians and Pacific Islanders	356	544
High Achievement Blacks	453	803
High Achievement/Low SES Whites	308	474
American Indians and Alaskan Natives	424	731
Students with Parents Survey data	2,014	3,047
B. Subsampled for Transcripts Survey (p = .35)		
Other Hispanics	800	
Other Blacks	930	
All other students	<u>4,388</u>	
Totals in probability sample	18,152	
Non-sampled co-twins	<u>275</u>	
Total Selections	18,427	

Notes: Sampling Strata are defined as follows. (Only cases retained in the First Follow-Up were eligible for selection for the Transcripts survey.)

1. Twins - All cases identified as twins or triplets in the Base Year survey whose co-twin also attended the same school and was included in the study.
2. Base Year Nonrespondents - The sample design for the First Follow-up of HS&B included a procedure for designating a 10 percent subsample of the approximately 5,000 Base Year nonrespondents in the 1980 sophomore cohort. These cases were to be retained in the follow-up samples regardless of their 1982 enrollment status or any other eligibility criteria.

Table 7.2-1  
(Continued)

3. Students from private schools - Students who attended any type of non-public school at the time of the Base Year survey.
4. Dropouts, early graduates and transfers to private schools - Students who had graduated ahead of schedule or had left high school before graduating, or who had transferred from public to private schools.
5. Cubans and Puerto Ricans - Students who identified themselves as being of Cuban or Puerto Rican origin or descent in either the Base Year or First Follow-Up survey.
6. High Achievement Hispanics - Students who identified themselves as being of Hispanic origin or descent in either the Base Year or First Follow-Up survey, and who had composite HS&B test scores above the median for the whole population (estimated by the weighted median for the sample). First Follow-Up HS&B Composite Test Quartiles were used if available; if missing, Base Year Composite Test Quartiles were substituted.
7. Asians and Pacific Islanders - Students who identified themselves as Asians or Pacific Islanders in either the Base Year or First Follow-Up survey.
8. High Achievement Blacks - Students who identified themselves as Black in either the Base Year or First Follow-Up survey and who had composite HS&B test scores above the median for the whole population (estimated by the weighted median for the sample). First Follow-Up HS&B Composite Test Quartiles were used if available; if missing, Base Year Composite Test Quartiles were substituted.
9. High Achievement/Low SES Whites - Students who identified themselves as white in the Base Year or First Follow-Up survey, who were in the highest quartile of the composite HS&B test score distribution, and who were in the lowest quartile of the composite SES scale. First Follow-Up HS&B Composite Test Quartiles were used if available; if missing, Base Year Composite Test Quartiles were substituted.
10. American Indians and Alaskan Natives - Students who identified themselves as American Indians or Alaskan Natives in either the Base Year or First Follow-Up survey.
11. Students with Parent survey data - Students whose parents participated in the Base Year Parents survey.
12. Other Hispanics - Students who identified themselves as Hispanic in either the Base Year or First Follow-Up survey and who are not members of any strata numbered 1 through 11.
13. Other Blacks - Students who identified themselves as non-Hispanic Blacks in either the Base Year or First Follow-Up survey and who are not members of any strata numbered 1 through 12.
14. All others - All remaining students who are not members of any strata numbered 1 through 13.

total of 12,309 cases (including 275 non-sampled co-twins of sampled students) were assigned to the eleven policy relevant strata, and were retained in the Transcripts Study with certainty. Because the stratum definitions for the study are not inherently mutually exclusive, the second column of Table 7.2-1 shows the total number of cases who fit each stratum definition, ignoring the hierarchical assignment. (Note that column 2 ignores the stratum membership of non-sampled co-twins.)

The remaining sampling stratum, contains all residual cases not assigned to policy relevant strata. In order to provide implicit stratification (and hence reduce overall sampling error), the list of students was first sorted by school type and sex. A systematic sample of 6,118 was then selected from the pool of 17,703 remaining cases. The number of subsampled selections was conditioned by the requirement for a final data file containing approximately 16,000 transcripts and an estimated completion rate of approximately 85 to 88 percent. The lower portion of Table 7.2-1 also displays the numbers of selections belonging to each of three major racial or ethnic categories.

As described in detail in Section 7.3 below, high school transcripts could not be obtained for every case in the sample. Therefore, weighting procedures were devised which would take account of both differential selection probabilities for sample members and differential response rates for different types of schools and students. For each sampled student, an initial weight was computed as the product of the First Follow-Up weight (prior to nonresponse adjustment) and the reciprocal of the student's retention probability in the Transcripts Study. For the certainty selections, the initial transcripts weights are obviously equal to their initial First Follow-Up weights. (See the Sample Design Report for the First Follow-Up of High School and Beyond for a complete description of First Follow-Up weighting procedures.) For the subsampled cases, the initial Transcripts weights are equal to their First Follow-Up weights multiplied by the reciprocals of their selection probabilities.

The strategy for adjusting case weights for nonresponse to the Transcripts Study was conditioned by a series of analyses of response rates by a variety of school and student characteristics. Since transcript requests were sent to school officials for processing, school variables predictably had the greatest impact on data collection results. One factor in particular--the

school's Base Year primary sample type (stratum)--showed the greatest variability in response rates to the Transcripts Survey. Moreover, within most of the nine school types, significant differences were observed in the ability of schools to return transcripts for students who had transferred or who had left school without graduating (dropouts). As a result, nonresponse adjustment cells were created using nine levels of school sample type and three levels of student status as shown in Table 7.2-2. Note that one cell associated with dropouts from high performance non-Catholic private schools was empty. The weighted response rates presented in Table 7.2-2 (using initial Transcript Study weights described above) vary from a high of 96 percent for non-transfer non-dropouts in regular Catholic schools to a low of 42 percent for dropouts from Catholic schools with greater than 30 percent of enrollments made up of Cuban students.

On average, the nonresponse adjustment factor used in computing the final weight for the Transcripts Study was approximately 1.13. In only one of the cells of Table 7.2-2 is the nonresponse adjustment greater than 2.0 (dropouts from Cuban Catholic schools). However, this factor is applied to only 6 cases in the dataset, and thus has negligible effect on the variance of the final case weights. In a total of 12 cells, the adjustment factor is greater than 1.30. These relatively large multipliers are applied to a total of 822 completed cases, or only 4.5 percent of the transcripts sample. The impact on the design efficiency of the transcripts sample is therefore minimal.

Table 7.2-2

Nonresponse Adjustment Cells for the HS&B Transcripts Survey  
(Unweighted N of respondents / Weighted response rate)

School Sample Type	Student Status					
	Transfer		Dropout		Other	
	Unw. N	Wtd. %	Unw. N	Wtd. %	Unw. N	Wtd. %
Regular Public	349	78	1,490	77	8,534	92
Alternative Public	29	71	128	71	369	93
Cuban Public	6	55	33	69	126	68
Other Hispanic Public	57	74	258	65	1,316	87
Regular Catholic	50	90	17	92	1,323	96
Black Catholic	99	74	21	63	671	85
Cuban Catholic	14	56	6	42	205	85
Elite Other Private	14	94	-	-	315	95
Other Private	61	81	16	61	434	92

Table 7.2-3 presents several summary statistics pertaining to the final adjusted weights for the Transcripts Study sample of 15,941 completed cases (excluding non-sampled co-twins). The sum of weights displayed in the table is virtually identical to the sum of weights (hence the population size) for the entire Base Year and First Follow-Up samples (see the Data File User's Manual for the First Follow-Up of the 1980 Sophomore Cohort of High School and Beyond). The mean of the weights is 237 and the variance is 62,894. For the entire First Follow-Up 1980 Sophomore sample of 28,119 completed cases, the mean weight was 134 and the variance equalled 19,536. The substantial increase in the variance of the weights (and the attendant loss of sampling efficiency for population estimates) arises primarily from the continued disproportionately higher resampling rates for policy relevant subgroups and the correspondingly low retention rates for remaining sample members.

Table 7.2-3

Summary Statistics for Adjusted Case Weights  
for the High School Transcripts Survey and the First Follow-Up Survey  
of High School and Beyond

Statistic	Transcripts Value	First Follow-Up Value (FUWT)
Mean	237.18	134.42
Variance	62,894	19,536
Standard Deviation	251	140
Coefficient of variation	1.06	1.05
Sum	3,780,934	3,779,756
Minimum	1.52	1.45
Maximum	4,000	3,196
Skewness	3.9	3.2
Kurtosis	26.7	99.6
Number of cases (respondents)	15,941	28,119

The impact of the increased disproportionality of the Transcripts sample upon design efficiency is considerably offset by a reduction in the average cluster size for the Transcripts Study design. Whereas the mean cluster sizes for the Base Year and First Follow-Up Sophomore Cohort Samples were 36 and 31 respectively, that for the Transcripts Study is less than 16 per cluster (sampled school). This smaller average cluster size reduces the

contribution that the clustering of the sample makes to the overall design effect. This contribution may be estimated as  $DEFF_{CLUST} = 1 + \rho(\bar{b}-1)$  in which  $\rho$  is equal to the intra-cluster correlation and  $\bar{b}$  is equal to the average cluster size. Clearly as  $\bar{b}$  decreases,  $DEFF$  decreases also. Although exact standard errors of estimates for Transcripts data contained in this file were not calculated for this study, the estimated design effect ( $DEFF$ ) for the Transcripts survey dataset provided by generalized procedures appropriate to the design is approximately 3.70 (see chapter 6 of the Sample Design Report for the First Follow-Up of High School and Beyond for a fuller description of these calculations). This is only slightly greater than that estimated from First Follow-Up data for the entire sophomore cohort. Our purpose here is to alert the data user to the fact that the use of simple random sampling (SRS) assumptions in the computation of sampling errors for population estimates of means and proportions will lead to significant underestimation of the magnitude of sampling errors. In the absence of software or computer programs and facilities for the computation of exact standard errors, the conservative analyst may wish to employ a generalized design effect to sampling error estimates produced by popular software packages such as SPSS or SAS. Our calculations suggest that SRS standard errors for population estimates of means and proportions should be multiplied by a factor of 1.9 to 2.0, representing the square root of the design effect ( $DEFF$ ). (See Calvin Jones, Martin R. Frankel, Roger Tourangeau, Harold McWilliams, and Frank O'Brien, High School and Beyond First Follow-Up Sample Design Report, Chicago: National Opinion Research Center, 1983, Section 7.4, for discussion of how to use the estimated design effects to approximate standard errors for a complex sample design.)

### 7.3 Data Collection

Planning for the collection of high school transcripts began during the First Follow-Up Survey in the spring of 1982. At that time letters of intent were mailed to school officials describing the Transcripts Survey and discussing implementation procedures. At that time agreement was secured for each school to assign a coordinator to receive and process transcript requests.

During the last week of September 1982, packages of Transcript Survey materials were mailed to 999 HS&B sample schools\* and 900 schools to which student respondents selected for the Transcript Survey had transferred. A total of 18,152 sophomores were subsampled from the First Follow-Up Survey. Among them were 891 transfer students, 2,584 dropouts, and 14,677 who were still enrolled at their Base Year schools or had graduated early. The Transcripts Survey included 355 sampled twins and 275 non-sampled co-twins and triplets.

Each package contained a letter to the principal, a transmittal form with instructions, a computer-generated list of students for whom transcripts were being requested, a label to affix to each transcript to link the correct transcript to HS&B files, and a signed transcript release form for each student who had signed one during the First Follow-Up. Reimbursement at \$1.50 for each transcript was offered and an invoice form was enclosed. (See Appendix B for copies of the documents mentioned above.)

In addition, the 999 HS&B schools were asked to provide any materials-- such as course catalogs, student manuals or handbooks, informal course descriptions and so on--which would aid the process of coding course titles, earned credits, grades, academic terms, and the relationship of specific courses to special curricula or programs (e.g., bilingual programs, special education, programs for gifted students, etc.). In nearly all cases, schools which returned student transcripts also returned all appropriate materials necessary for editing and coding.

### 7.3.1 Securing School Cooperation

The first response from a sample school was received six days after the initial mailout. At the end of the first week of the field period 8 percent of the schools had responded; at the end of four weeks, 55 percent. At that time, the transfer school response rate was 58 percent, that for HS&B

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\*Throughout this section reference is made to 999 regular HS&B schools. Of the 999 schools 17 are "target" schools which are not strictly part of the HS&B probability sample of schools and thus are unweighted in the sample. Seven of the 999 schools were schools that had closed sending Base Year sample students to a large number of geographically dispersed schools (see section 3.2.)

sample schools, 52 percent, reflecting the fact that only one or two transcripts were requested from the former and an average of 16 were requested from the latter. Nevertheless, the high rate of early return from HS&B schools indicated the commitment of sample schools to the project.

A telephone follow-up of non-responding HS&B schools had been scheduled to begin in October but the effort was delayed until November 4, 1982, in light of the demonstrated cooperation from the schools. That date marked the end of week 5 of the field period, with a response of 58 percent of the HS&B schools. Of the remaining 42 percent 333 schools from which 10 or more transcripts had been requested were called. (Although over 400 schools were listed as non-responding when the follow-up began, continued receipts before calls were made to some schools reduced actual required contacts to 333 schools.) By December 3, two-thirds of the schools contacted had responded. The remaining third of the non-respondents (117) were called a second time beginning on December 6. The 58 (6 percent) that had not responded by the end of December were called a third time early in January. No transcripts were received from 34 schools although each of the school contacts assured the interviewer that the request would be filled.

The third follow-up effort included a small number of schools with 5 to 9 HS&B students that had not been called previously. In addition, 179 schools from which only a partial set of transcripts had been received were included in the third round of calls.

By the end of November, 72 percent of transfer schools had responded. On December 3 a second request by mail was made to each of the remaining 28 percent. In the following weeks 117 additional transfer schools responded.

In all, 772 transfer schools responded. Of these, 115 were unable to comply with our request for one of several reasons; e.g., the student had not signed a transcript release form; the student had never registered, or had registered but dropped out without earning any credits, or had registered but dropped out without earning any credits, or had registered but subsequently transferred to another school. One hundred twelve transfer schools did not reply. Only sixteen survey packages sent to transfer schools were returned as undeliverable.

Final school level response to the Transcripts Survey is shown in Table 7.3-1. School level response by school sample type is shown in Table 7.3-2.

Table 7.3-1  
Transcripts Survey School Response  
(Unweighted)

School Disposition	HS&B Regular		Transfer Schools		Total	
Responded	949	95.0%	771	85.7%	1,720	90.6%
Refused	14	1.4%	1	0.1%	15	0.8%
Closed	2	0.2	0	-	2	0.1%
Other	0	-	16	1.8%	16	0.8%
No Response	34	3.4%	112	12.4%	146	7.7%
<b>TOTAL</b>	<b>999</b>		<b>900</b>		<b>1,899</b>	

Table 7.3-2  
High School and Beyond School Response By School Sample Type  
(Unweighted)

Sample Type	Total	Responded	Refused	Closed	No Response
Regular Public	730 73.1%	704 96.4%	9 1.2%	0 -	17 2.3%
Alternative Pub.	39 3.9%	36 92.3%	0 -	1 2.6%	2 5.1%
Cuban Hisp. Pub.	11 1.1%	8 72.7%	2 18.2%	0 -	1 9.1%
Other Hisp. Pub.	102 10.2	95 93.1%	1 1.0%	0 -	6 5.9%
Regular Cath.	44 4.4%	43 97.7%	0 -	0 -	1 2.3%
Black Catholic	29 2.9%	25 86.2	2 6.9%	1 3.4%	1 3.4%
Cub. Hisp. Cath.	8 0.8%	7 87.5%	0 -	0 -	1 12.5%
Elite Oth. Priv.	11 1.1%	11 100.0%	0 -	0 -	0 -
Other Private	25 2.5%	20 80.0%	0 -	0 -	5 20.0%
<b>TOTAL</b>	<b>999 100.0%</b>	<b>949</b>	<b>14</b>	<b>2</b>	<b>34</b>

### 7.3.2. Student Level Response Rates

The First Follow-Up Sophomore Questionnaire contained a form to be signed by the respondent permitting the project to receive a copy of his or her transcript. Although few students literally refused to sign it, some overlooked the form which was, in fact, the last page in the questionnaire. Other respondents who had completed interviews by telephone were unable to sign the forms. In the final count 584 student transcripts from regular schools and 13 from transfer schools were refused by the schools for lack of a signed release form. Two schools refused to provide any transcripts because local rules required submission of release forms signed by the student's parents.

Of the transcripts requested from HS&B schools, approximately 89 percent were received. From "target" schools (see section 7.3), 88 percent were received. In addition to the absence of release forms, the reasons for the failure to return a transcript fell into several categories, e.g., lost records, student transfer with no transfer school named, student owed money and transcript could not be released. Transfer schools were more often unable to provide transcripts for the reasons mentioned in Section 7.3.1 above, and returned 72 percent of the transcripts sought. The disparity between the number of transcripts returned by HS&B schools and target schools and those returned by transfer schools persuade us to recommend that a back up strategy be adopted for future transcript collection efforts. For the small additional expense we believe it would be cost effective to make a request for a transcript from the original HS&B school for those students for whom the transfer schools cannot or will not provide them.

Complete transcript returns by student sample type are shown in Table 7.3-3, and by school type in Table 7.3-4. Transcript returns by HS&B, target, and transfer schools are shown in Table 7.3-5.

Table 7.3-3  
 Transcript Response by Student Sample Type  
 (Unweighted)

Sample Cell	Total Sample	Transcripts Received	Percent
Twins	355	315	88.7
• Base Year Non-Participant	486	386	79.4
Private Schools	3,576	3,194	89.3
Drop-out, etc.	2,947	2,330	79.1
Cuban - Puerto Rican	495	428	86.5
High Achievement Hispanic	820	751	91.6
Asian & Pacific Island	341	317	93.0
High Achievement Black	814	707	86.9
High Ach. Low SES White	503	439	87.3
American Indian	367	331	90.2
Parent Data	2,008	1,778	88.5
Others	5,440	4,965	91.3
<b>TOTAL</b>	<b>18,152</b>	<b>15,941</b>	<b>87.8</b>

Table 7.3-4  
 Transcript Response by School Sample Type/Student Status  
 (Unweighted response rate)

School Sample Type	(N)	Student Status								
		Response		Transfer		Dropout		Other		
		N	%	N	%	N	%	N	%	
Regular Public	(11,738)	10,373	88	349	62	1,490	78	8,534	91	
Altern. Pub.	(632)	526	83	29	76	128	70	369	90	
Cuban Public	(245)	165	67	6	46	33	65	126	70	
Other Hisp. Pub.	(1,901)	1,631	86	57	72	258	77	1,316	89	
Regular Catholic	(1,457)	1,390	95	50	88	17	89	1,323	96	
Black Catholic	(947)	791	84	99	77	21	70	671	85	
Cuban Catholic	(300)	225	75	14	56	6	40	205	79	
Elite Other Priv.	(354)	329	93	14	93	-	-	315	93	
Other Private	(578)	511	88	61	84	16	52	434	92	
<b>Total</b>	<b>(18,152)</b>	<b>15,941</b>		<b>679</b>		<b>1,969</b>		<b>13,293</b>		

Table 7.3-5.

Transcript Response by HS&B, Target and Transfer Schools

School Sample	N	Received	%
High School and Beyond	16,837	14,948	88.8
Target	277	244	88.1
Transfer	1,038	749	72.2
Total	18,152	15,941	

7.4 Data Control And Preparation

Data control and preparation refers to a series of procedures governing the preparation of transcript data for optical scanning. The process involves monitoring the receipt of transcripts from sample schools, coding, and transferring the transcript data to the scannable forms.

7.4.1 Receiving Documents

Transcripts mailed to NORC from schools were delivered to the receipt control supervisor. Each package was thoroughly inspected. Closely supervised receipt control clerks reconciled the transcripts received with the checklist of transcripts requested and entered a disposition code for each in the space provided on the checklist. At the same time, an inspection was made of the course catalogs and other materials to determine their adequacy for the coding process. Transcripts and related documents were placed in a prepared school folder, entered on an inter-office control transmittal, and assigned to a coding supervisor. Checklists were routed daily to Data Processing where dispositions were entered into NORC's receipt control system. This system generated progress reports and produced the data from which follow-up action was planned.

7.4.2 Coder Training

A staff of 24 coders were trained for 1-1/2 days. Three elements were emphasized in training: 1) skills in making appropriate coding decisions, 2) accurate transcription of information to optically scannable coding forms, and 3) the legible entry of data on coding forms to ensure rapid and accurate scanning.

The principal focus of coder training was the use of the NCES Classification of Secondary School Courses (CSSC)<sup>1</sup>, along with course catalogs and student manuals, to assign 6-digit course identification codes to each course listed on a student's transcript. Classroom instruction and self-study materials were supplemented by a series of increasingly difficult tests. Trainees were not permitted to begin production coding until they had satisfactorily completed the test series.

These procedures were further augmented by additional training in the proper handling of non-standard courses not covered by the CSSC, as well as non-standard credit and grading systems. Finally each coder was supplied with and trained to use a Transcripts Coding Specifications manual. This document contained rules for coding each data element and procedures for resolving unanticipated problems.

#### 7.4.3 Coding

As indicated in Section 7.1.1 above, the First Follow-Up survey included the collection of comprehensive lists of course offerings and enrollments from each sample school. To promote cost efficiency and decision consistency in the coding of course titles, the processing of school course offerings and student transcripts was integrated as follows: For HS&B sample schools, which required the coding of 1981-82 course offerings and an average of 16 student transcripts, coders first constructed a master worksheet listing each course offered by the school. The completion of this initial step greatly increased the efficiency and consistency of coding transcripts of students attending that school, since nearly all courses appearing on the transcripts would also have been offered in the 1981-82 academic year.

A two-sided, optically scannable, transcript coding form was filled out for each transcript received. (In a very few cases, an additional form was required to record all courses on the student's transcript.) First, coders affixed a scannable label to the form indicating the HS&B student identification number. Then, for each transcript, the following data items were entered (if present on the transcript):

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<sup>1</sup> Evaluation Technologies Incorporated, Classification of Secondary School Courses: 1982. This taxonomy was developed by NCES specifically for use in the HS&B Transcripts Survey.

- whether or not a school catalog had also been added
- number of days absent for each of four high school years
- participation in a specialized educational program (e.g., special, bilingual, or gifted education)
- rank in class and total class size
- the date the student left high school
- a code for the reason the student left high school (e.g., graduation, dropped out)
- the number of days the student was suspended from school
- the grade point average reported by the school
- PSAT scores (Mathematics and Verbal)
- SAT scores (Mathematics and Verbal)
- ACT scores (English, Mathematics, Natural Science, Social Science, Composite)
- Advanced Placement Tests
- course data for each course listed on the transcript:
  - the grade in which the course was taken
  - the six-digit CSSC course identification code
  - a code signifying whether the course was part of a special program such as bilingual education, special education or a program for gifted students
  - the term of the school year that the course was taken (semester, quarter, trimester, or year long course)
  - the number of credits earned (standardized to a common metric)
  - the grade assigned

Variance in credit systems was overcome by adopting the system of standardization used by the National Longitudinal Survey of Labor Force Behavior. To standardize credits (SCC):

$$SCC = CC/SCO$$

in which

CC = Course credit earned by the student

SCO = Number of credits offered for completion of a standard course in a particular school. (A standard course is a one-year academic course in a general or college preparatory school or a one-year shop or technical course in a vocational school.)

For example, if a general high school offers one credit for completion of a standard one-year course and the student earned 0.5 credit for a one-semester reading course, 0.5 credit is assigned to the course ( $0.5 = 0.5/1.0$ ). If another high school offers two credits for successful completion of a standard course, a one-semester, one-credit course would be assigned 0.5 credits ( $0.5 = 1.0/2.0$ ) also.

Some students earned more than 1.0 credit for particular courses (e.g., vocational courses in a primarily college preparatory school). These types of credits are exceptions; most course credits ranged from 0.00 to 1.00.

NCES provided a standardized grade scale. All full grades (i.e., A, B, C, D, F) and half grades (e.g., D-, D+, C-, etc.) were assigned individual codes. When a minimum passing grade had been established, the coders converted numerical course grades (e. g., 74, 93) by using one of the three grade scales.

It is important to note that no attempt was made to standardize the grade point averages to a common metric because so many different grade point average scales were used by schools. Moreover, grade point averages were contained on less than half the transcripts received. Thus, we strongly urge the user who desires to employ such a measure to compute a new grade point average score using the grade and credit fields, both of which have been calibrated to common scales for entry into the transcripts file.

#### 7.4.4 Quality Control

Supervisors performed a 10 percent check of course entries for five randomly selected transcripts from each HS&B sample school and 10 percent of the course entries on each transfer school transcript. Retraining was conducted as needed.

After six weeks of coding the checking activity was revised in view of the extremely low rate of error. High frequency courses were eliminated from

the checking procedure. However, intense scrutiny continued to be given to courses identified as areas of frequent coder disagreement, e. g., vocational programs.

## 7.5 Data Processing

### 7.5.1 Data Conversion

Optical character recognition of handwritten numbers was the data conversion method chosen for this survey. The data was copied by trained coders onto scannable forms designed to meet the needs of the survey. Scanning specifications were given to the scanning subcontractor in order to program their equipment to read the forms. To ensure the reliability of the equipment, tests were conducted on a sample of the data. The tests were repeated and the equipment adjusted until the reading error was reduced to 0.6%. Finally, the processing of the coded forms through the scanning equipment was conducted and supervised by trained NORC staff over a period of four weeks. During this period, the data was copied to magnetic tapes daily and returned to NORC.

### 7.5.2 Reconciliation of Data Files Against Receipt Control Files

After the scanning process was completed, the data was reconciled against the receipt-control database. Missing or incomplete cases were identified and rescanned. The reconciliation process was repeated until the final data file and the receipt-control database were in agreement.

### 7.5.3 Machine Editing

The NORC cleaning program (EDIT) was used for machine editing the scanned documents. The program incorporated both simple checks for valid codes in every data field and logical checks for inter-item relationships. For example, no 'class rank' greater than 'class size' was allowed; inconsistencies in the duration fields related to each course were flagged, and so on. The product of each edit or cleaning pass was an EDIT report that listed every case (or course record) that failed the machine edit as well as the source of the failure. Data preparation personnel, working from these reports, retrieved the documents in question and resolved the problems. The editing process was repeated until all errors were resolved.

#### 7.5.4 Data File Preparation

The High School Transcripts data file was designed to reflect the dual nature of the data provided by the transcripts. The first part of the transcripts coding form was used to record fixed items of information for all students (e.g., days absent per school year, rank in class, and standardized test scores). The remainder of the form was designed to record fixed information on each course contained on the students' transcripts, with the number of courses per student varying across a wide range. Because the construction of fixed-length records containing both student- and course-level information would have resulted in a highly inefficient file structure, transcripts data have been split into two record types and economically stored in a variable-blocked file format. Each of the 15,941 cases on the file has two types of data records. The first record contains student-level data from the transcripts and from the student questionnaire file. It is designated Record Type 1. The second type of record contains data from the transcripts about each course listed on the students' transcripts and is designated Record Type 2. Type 1 records also contain data fields which summarize the numbers of specific types of courses taken by the student.

## 8. THE COURSE OFFERINGS AND COURSE ENROLLMENTS SURVEY.

### 8.1 Introduction

During the fall of 1982, course descriptions (course catalogs, master schedules) and course enrollments for the 1981-82 school year were collected for the schools in the High School and Beyond probability sample.

The HS&B Course Offerings and Course Enrollment File expands and complements the HS&B data files in several ways. First, the availability of course descriptions contributed to clear, consistent coding of high school transcripts that were collected from these schools for a sample of the 1980 sophomore cohort. Furthermore, the existence of the course description and enrollment data serves the following independent purposes:

- It provides valuable information about high school programs and the educational experience of high school students.
- When used with the data from the transcript file, it makes possible the investigation of course taking patterns and enrollment rates by student characteristics and the relationship of such patterns to students' activities and success after high school. When used with the school questionnaire data included in the course offerings data file, it also makes possible the investigation of course taking and enrollment rates by school characteristics as well.

The Course Offerings and Course Enrollment File augments a large and growing database from the High School and Beyond survey. The files may be merged by means of a common student identification number. For an overview of High School and Beyond see Chapter 1 of this report.

### 8.2 Overview of the Sample

The sample for the Course Offerings and Enrollments Study is identical to the First Follow-Up sample, which did not involve any subsampling at the school level. In other words, the Base Year probability sample of 1,015 schools was retained intact for the First Follow-Up survey. However, schools that had no 1980 sophomores, had closed, or had merged with other schools in the sample were not asked to complete a First Follow-Up school questionnaire. There were 40 such schools (see section 3.2). Thus, 975 of the 1,015 schools in the Base Year probability sample were to be contacted for the First Follow-Up survey. Of the 40 schools not recontacted, 17 were junior high schools or schools that had closed since the Base Year survey, sending all

their 1980 students to a single "target school" that was not a member of the HS&B probability sample. These additional 17 target schools were also contacted to complete a First Follow-Up school questionnaire and to provide data on 1981-1982 course offerings. However, since they are not members of the probability sample, they are not weighted and course data for these schools is to be used only as contextual data for the students who transferred to these schools.

The Base Year sample of 1,015 schools was a probability sample from an estimated population of some 21,174 public and private secondary schools with tenth and/or twelfth grades in 1980. The Follow-Up probability sample of 975 schools represents a change in the universe definition and size of the present study. Course offerings and enrollments data will support inference to the population of some 20,000 secondary schools which had tenth and/or twelfth grades in 1980 and were in continuous existence through the 1982 academic year.

### 8.3. Course Offerings and Enrollments Weights

The general purpose of the weighting scheme is to compensate for unequal probabilities of selection (retention) for the follow-up survey and to adjust for the fact that not all individuals selected for participation in the survey actually participated. The weights are based on the inverse of the probabilities of selection through all stages of the sample selection process and on nonresponse adjustments factors.

Every school that participated in the Base Year survey, except those noted in section 3.2, was included in the sample for the First Follow-Up survey. Thus the Base Year school weights, which compensate for unequal probabilities of selection, can be used to develop estimates for the First Follow-Up schools as well. Lists of courses offered in the 1981-1982 academic year were supplied by 941 (97 percent) of the 975 eligible schools. Because of such a high response rate, it was determined that an adjustment for the 3 percent nonresponse would not significantly affect estimates of course offerings items.

However, an adjustment for nonresponse to the weights applied to course enrollments was necessary, since 762 schools or 78 percent returned adequate enrollment information. Because of this, the Course Offerings and

Enrollment Data File contains two school weights: one for use in analysis of the course offerings data, and a second for use in the analysis of enrollment figures. See sections 3.4 and 3.5 for a discussion of school weight computations and characteristics and for the nonresponse adjustments to course enrollments.

#### 8.4 Design Effect

Since the High School and Beyond sample is a stratified and disproportionately selected probability sample of schools, simple random sampling formulas will underestimate the sampling variance and standard error of statistics such as means and proportions. The degree of this underestimation can be approximated by calculation of a quantity known as design effect, which is a measure of the efficiency of the sample estimate relative to a simple random sample. Design effect is discussed in section 3.6. Users concerned with the standard error of estimates derived from the school sample should be aware of the fact that the complex sample design has significant effects on the precision of estimates computed from the sample data.

#### 8.5 Course Offerings And Course Enrollments Data Collection

During the First Follow-Up Survey most schools returned course catalogs, school manuals, or other descriptive materials that would be useful in constructing a listing of secondary school courses offered. Relatively few, however, provided course enrollment totals. The reason most often cited for failure to include the figures was the fact that final data would not be known, and therefore available, before the end of the school year (1981-82). A substantial number of schools that did return enrollment figures included the information that they were incomplete.

When planning for the Transcript Survey began in the spring of 1982, it was decided that the timing of the survey (fall of 1982) and the data collection plan itself offered an opportunity to seek course offerings from schools that had not provided them during the First Follow-Up. Further, by that time all schools that maintained course enrollment records would have completed them.

As a result, coding of course offerings and enrollments was moved to the fall of 1982 also. Additional advantage would be obtained by the decision

to delay coding since simultaneous coding of school course offerings and transcript courses reported for the same school would promote cost efficiency and course coding consistency.

Therefore, in the last week of September 1982, when transcripts were sought for 18,152 members of the 1980 sophomore cohort probability sample, the packages mailed to all schools (except those to which students transferred as individuals from their Base Year schools and from which only transcripts were requested) included a letter that explained the second request for materials--such as course catalogs, student manuals or handbooks, and informal course descriptions--which would aid in the process of coding course titles, earned credits, grades, academic terms, and the relationship of specific courses to special curricula or programs (e.g., bilingual programs, special education, and programs for gifted students).

Each school in the Transcript Survey received a computer printout listing the names of the students for whom transcripts were being requested. The student Checklist contained a section in which computer-generated entries indicated those documents which had been previously received and those which were being requested. Specifications accompanying the form asked that the reason be entered if the requested document was not enclosed in the return envelope, e.g., non-existent, not currently available.

#### 8.5.1 School Response

In early January 1983, a total of 137 of a base of 975 schools had returned either course offering materials only, enrollments only, or neither. Calls were made by NORC interviewers to each of these schools. Of the 137 schools in this group, 126 (94 percent) returned the course offerings and/or enrollments.

In all, course offerings were received from 941 (97 percent) of the schools. Eleven schools reported that the information either did not exist or was not currently available. Course enrollments were returned by 762 (78 percent) of the schools. However, 132 reported that course enrollment statistics did not exist or were not currently available.

## 8.6 Data Preparation

Data control and preparation refers to a series of procedures governing the preparation of course offerings and enrollment data for optical scanning. The process involves monitoring the receipt of the relevant materials from sample schools, coding, and transferring the data to the scannable forms.

Since the Course Offerings and Enrollments Study coincided with the Transcript Study, procedures for data control and preparation usually applied to both. For a description of receipt control, coder training, and coding procedures see sections 7.4.1, 7.4.2, and 7.4.3, respectively.

### 8.6.1 Coding

For each course offered, the following data items were entered:

- the six-digit CSSC course identification code
- a code signifying whether the course was part of a special education program such as bilingual education, special education or a program for gifted students
- the terms of the school year that the course was offered (semester, quarter, trimester, or year long course)
- the number of credits offered (standardized to a common metric)
- the total number of students enrolled during the 1981-82 year

The format in which course enrollments were submitted took many forms also. Specially trained coders handled the enrollment task.

Variance in credit systems was overcome by adopting the system of standardization used by the National Longitudinal Survey of Labor Force Behavior and differs slightly from the formula used to standardize transcript course credits (section 7.4.3). To standardize course credits (SCC):

$$SCC = CC/SCO$$

in which

CC = course credits offered. By keeping this redefinition in mind, use the remainder of the formula and examples in section 5.4.3 as guidelines to standardizing course offerings credits.

### 8.6.2 Quality control

Supervisors performed a 10 percent check of entries for each school's course offerings. Retraining was conducted as needed.

After six weeks of coding the checking activity was revised in view of the extremely low rate of error. High frequency courses were eliminated from the checking procedure. However, intense scrutiny continued to be given to courses identified as areas of frequent coder disagreement, e.g., vocational programs.

### 8.7 Data Processing

Course offerings and transcripts were coded onto two-sided, optically scannable, coding forms. Therefore, some data processing procedures applied to both. See sections 7.5.1 and 7.5.2 for descriptions of course offerings data conversion and data file reconciliation.

#### 8.7.1 Machine Editing

The NORC cleaning program (EDIT) was used for machine editing the scanned documents. The program incorporated both simple checks for valid codes in every data field and logical checks for inter-item relationships. For example, inconsistencies in the duration fields related to each course were reported, as were instances of reported course enrollments larger than the total school enrollment as recorded in the School Questionnaire Data File. The final product of each cleaning pass was an EDIT report that listed every case (or course record) that failed the machine edit as well as the source for the failure. Data preparation personnel, working from these reports, retrieved the documents in question and resolved the problems. The editing process was repeated until all errors were resolved.

#### 8.7.2 Data File Preparation

The Course Offerings and Enrollments Data File contains records of two different types for each school. Type 1 records come from the High School and Beyond School Questionnaire File, with only minor changes. Type 2 records, on the other hand, were generated by coding and optically scanning the course offerings (or catalogs) and enrollments data returned by the school. For each school, counts of courses in 52 different categories, and a count of the total

number of courses offered by the school, were generated from the type 2 records. These counter variables appear at the end of that school's type 1 record.

Finally, all records were sorted together. The sort order is (1) school ID; (2) record type; and (3) within record type 2, course identification code in ascending order.

### 8.8 Organization And Content Of The Data File

The Course Offerings and Enrollments file includes a record for every school eligible for the HS&B First Follow-Up School Survey. One thousand and fifteen of these schools (SCHORIGN = 0 OR 1) are from the High School and Beyond "Main Sample" of secondary schools; seventeen (SCHORIGN = 2) are "target schools" which absorbed all or most of the student body of a closed main sample school. (As indicated earlier, the 17 "target schools" have unknown selection probabilities and should not be included in analyses of the 1015 schools in the probability sample. Data for these schools are included on the file for use only in the contextual analysis of student data.)

Two different record types are included in the Course-Offerings and Course Enrollments file. For each of the 1,032 schools (main sample plus target) there is a single "type 1" record which contains data about the school as a whole, principally the school questionnaires from the Base Year and First Follow-Up waves of the High School and Beyond study. In addition, for each school that participated in the Course Offerings and Course Enrollments Survey there are multiple "Type 2" records for each school, one for each course offered. The lengths and contents of the two record types are different. Therefore, the file structure (or "Record Format") is that structure known technically as Variable Blocked (VB): records of different lengths, physically grouped together into multiple-record blocks. The file is written according to standard IBM conventions for VB records. - Each record begins with a 4-byte field containing record length, and each block begins with a 4-byte field containing block length.

Users who are unsure of how to read a file of Variable Blocked records should consult with technical advisors at their installations. Details of the file structure are summarized as follows:

1. The file is sorted by School ID, positions 1-4 in each record.
2. The first record for each school is of type 1 (position 5 = 1); its length is 1045 characters. Positions 883-885 contain a count of the type 2 records to follow (COURSCT).
3. Later records for the school are of type 2 (position 5 = 2); their length is 33 characters. As stated above, the number of such records for a school will equal the value in position 883-885 of that school's type 1 record.

APPENDICES

APPENDIX A: FIRST FOLLOW-UP INSTRUMENTATION

Senior Questionnaire

Sophomore Questionnaire

School Questionnaire



## 1980 SENIOR COHORT FIRST FOLLOW-UP QUESTIONNAIRE

Dear Participant:

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their goal is to prepare students for productive and meaningful roles in an increasingly complex and changing society.

ID #:     -   -

NAME:

First \_\_\_\_\_

Last \_\_\_\_\_

Prepared for  
THE NATIONAL CENTER FOR EDUCATION STATISTICS  
by  
THE NATIONAL OPINION RESEARCH CENTER

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

(MARK ONE)

What is the color of your eyes? (MARK ONE)

- Brown .....
- Blue.....
- Green .....
- Another color.....

If the color of your eyes is green, you would mark the oval to the right of "Green."

(MARK ALL THAT APPLY)

Last week, did you do any of the following? (MARK ALL THAT APPLY)

- a. See a play .....
- b. Go to a movie.....
- c. Attend a sporting event .....

If you went to a movie and attended a sporting event last week, you would mark the two ovals as shown.

(MARK ONE OVAL FOR EACH LINE)

Do you plan to do any of the following next week? (MARK ONE OVAL FOR EACH LINE)

- |                                   | <u>Yes</u>                       | <u>Not sure</u>                  | <u>No</u>                        |
|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| a. Visit a relative .....         | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| b. Go to a museum .....           | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| c. Study at a friend's house..... | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |

If you plan to study at a friend's house, do not plan to visit a relative, and are not sure about going to a museum next week, you would mark one oval on each line as shown.

(WRITE IN)

What is your favorite sport? (MARK ONE)

- Football .....
- Basketball .....
- Baseball .....
- Other (WRITE IN) Ice Hockey .....

If your favorite sport is ice hockey, you would mark the oval to the right of "Other" and write "Ice Hockey" on the line as shown.

Some questions ask what you were doing during a specific time period. For example, "What were you doing during the first week of October 1981?" Please watch for these time references and make sure you are thinking about the correct month and year.

This questionnaire is not a test. We hope you will answer every question, but you may skip any question you do not wish to answer.

THANK YOU FOR YOUR COOPERATION



5. How far is this from the city or community where you lived as a senior in high school? (MARK ONE)

- Same place I lived in when I was a senior in high school .....
- Less than 50 miles .....
- 50 to 99 miles .....
- 100 to 199 miles .....
- 200 to 499 miles .....
- 500 miles or more .....

6. Did you complete high school? (MARK ONE)

- Yes, graduated.....
- No, still in high school .....
- No, left high school without completing .....
- Yes, left high school but have since passed a high school equivalency test, for example, the GED .....

7. When did you leave or graduate from the last high school that you attended? (MARK OVALS FOR MONTH AND YEAR)

Month		Year
January ..... <input type="radio"/>	July ..... <input type="radio"/>	1979 ..... <input type="radio"/>
February ..... <input type="radio"/>	August ..... <input type="radio"/>	1980 ..... <input type="radio"/>
March ..... <input type="radio"/>	September ..... <input type="radio"/>	1981 ..... <input type="radio"/>
April ..... <input checked="" type="radio"/>	October ..... <input type="radio"/>	1982 ..... <input type="radio"/>
May ..... <input type="radio"/>	November ..... <input type="radio"/>	
June ..... <input type="radio"/>	December ..... <input type="radio"/>	

8. What is the lowest hourly wage you would be willing to accept for a job at the present time? (MARK ONE)

- Below \$2.50 .....
- \$2.50 .....
- \$3.00 .....
- \$3.50 .....
- \$4.00 .....
- \$4.50 .....
- \$5.00 .....
- \$5.50 .....
- \$6.00 .....
- \$6.50 .....
- \$7.00 .....
- \$7.50 per hour or more .....
- Would not accept any job at the present time .....

9. Now please think back to last October. What were you doing in the first week of October 1981? (MARK ALL THAT APPLY)

- a. Working for pay at a full-time or part-time job .....
- b. Taking academic courses at a two- or four-year college .....
- c. Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) .....
- d. Serving in an apprenticeship program or government training program .....
- e. On active duty in the Armed Forces (or service academy) .....
- f. Homemaker (without other job) .....
- g. With a job but on temporary layoff from work or waiting to report to work .....
- h. Looking for work .....
- i. Taking a break from working .....
- j. Other (DESCRIBE) \_\_\_\_\_

15. At what age do you expect to ... (MARK ONE OVAL FOR EACH LINE)

	Don't expect to do this	Have already done this	Age in years:																
			Under 18	18	19	20	21	22	23	24	25	26	27	28	29	30 or more			
a. Get married?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have you first child?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Start your first regular (not summer) job?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Live in your own home or apartment?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Finish your full-time education?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Write in here the name of the job or occupation that you expect or plan to have when you are 30 years old. Even if you are not at all sure, write in your best guess.

(WRITE IN) \_\_\_\_\_

A. Which of the categories below comes closest to describing that job? (MARK ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .....
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter.....
- FARMER, FARM MANAGER.....
- HOMEMAKER (without other job).....
- LABORER such as construction worker, car washer, sanitary worker, farm laborer .....
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official .....
- MILITARY such as career officer, enlisted man or woman in the Armed Forces.....
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver.....
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher .....
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher .....
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner .....
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter.....
- SALES such as salesperson, advertising or insurance agent, real estate broker.....
- SCHOOL TEACHER such as elementary or secondary .....
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, waitress.....
- TECHNICAL such as draftsman, medical or dental technician, computer programmer .....
- NOT WORKING.....

17. What is your sex? (MARK ONE)

- Male.....
- Female.....

22. Between the time you left high school and the end of February 1982 have you held a full-time or part-time job of any kind? (MARK ONE)

Yes.....   
 No.....  (SKIP TO Q. 29)

23. Which months did you work (full- or part-time) or serve in the military since you left high school? (MARK ALL THAT APPLY)

1980		1981		1982	
June..... <input type="radio"/>	January..... <input type="radio"/>	July..... <input type="radio"/>	January..... <input type="radio"/>	February..... <input type="radio"/>	February..... <input type="radio"/>
July..... <input type="radio"/>	February..... <input type="radio"/>	August..... <input type="radio"/>	August..... <input type="radio"/>	September..... <input type="radio"/>	September..... <input type="radio"/>
August..... <input type="radio"/>	March..... <input type="radio"/>	September..... <input type="radio"/>	October..... <input type="radio"/>	October..... <input type="radio"/>	October..... <input type="radio"/>
September..... <input type="radio"/>	April..... <input type="radio"/>	November..... <input type="radio"/>	November..... <input type="radio"/>	December..... <input type="radio"/>	December..... <input type="radio"/>
October..... <input type="radio"/>	May..... <input type="radio"/>	December..... <input type="radio"/>	December..... <input type="radio"/>		
November..... <input type="radio"/>	June..... <input type="radio"/>				
December..... <input type="radio"/>					

24. Next we would like information about all of the jobs you have had since you left high school. We would also like to know about any periods of time you were looking for work between jobs that you held.

**IMPORTANT**

- ... Please start with the first job you held after high school, even if it started while you were still in school. Answer questions 1 through 12 for that job in Column A, (pages 8 and 10). Then go on to the next job you held and answer the questions about that job in Column B, and so on.
- ... BE SURE TO INCLUDE YOUR CURRENT JOB
- ... If you have been in MILITARY service, please consider that as one job.
- ... If you had MORE THAN ONE JOB AT A TIME, please put them in separate columns.
- ... If you have had TOO MANY JOBS TO FIT, please make sure to put your current or most recent job in Column E even if that means leaving out some jobs.
- ... If you WOULD LIKE HELP WITH THESE QUESTIONS, please call us collect at area (312) 753-1486.

What is today's date? (MARK OVALS FOR MONTH AND DAY)

Month	Day
February..... <input type="radio"/>	1 thru 7..... <input type="radio"/>
March..... <input type="radio"/>	8 thru 14..... <input type="radio"/>
April..... <input type="radio"/>	15 thru 21..... <input type="radio"/>
May..... <input type="radio"/>	22 thru 31..... <input type="radio"/>
June..... <input type="radio"/>	





B. What was the lowest weekly salary or wage rate you would have accepted that month? (WRITE IN)

\$ \_\_\_\_\_ per

(MARK ONE)

hour.....○  
week.....○  
year.....○

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	⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙
	⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙
	⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙

C. During the last week you were looking for work, where did you go or what did you do to find a job? (MARK ALL THAT APPLY)

- a. School or college employment or placement service.....○
- b. Civil Service applications.....○
- c. Public employment service.....○
- d. Private employment agency.....○
- e. Community action or welfare groups.....○
- f. Newspaper advertisement.....○
- g. Direct application to employer.....○
- h. Registration with a union.....○
- i. Checked through relatives.....○
- j. Checked through friends.....○
- k. Nothing.....○
- l. Other (EXPLAIN).....○

30. At the time you were finishing high school (or right after high school) did you apply for entrance (fill out a form and send it in) to any schools, colleges or universities? (MARK ONE)

Yes.....○ (ANSWER A-L)  
No.....○ (GO TO Q. 31)

A. When you first applied, what were the name and address of the FIRST school or college of your choice? (WRITE IN)

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
(City)  
\_\_\_\_\_  
(State)

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	⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙
	⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙
	⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙ ⊙

B. Were you accepted for admission at this school? (MARK ONE)

- Yes, and attended.....○
- Yes, but this school did not have enough room.....○
- Yes, but did not attend for other reasons.....○
- No, was not accepted.....○



**J. Were you accepted for admission at this school? (MARK ONE)**

- Yes, and attended.....○
- Yes, but this school did not have enough room.....○
- Yes, but did not attend for other reasons.....○
- No, was not accepted.....○

**K. Did you apply for financial aid at this school? (MARK ONE)**

- Yes, and was offered financial aid.....○ (GO TO L)
- Yes, but was offered no financial aid.....○ (SKIP TO Q. 31)
- No.....○ (SKIP TO Q. 31)

**L. What was the approximate value of each kind of financial aid that you were offered for the first academic year? (WRITE IN. IF NONE, ENTER "NONE")**

Scholarship: \$ \_\_\_\_\_ Loan: \$ \_\_\_\_\_ Promised job: \$ \_\_\_\_\_

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	⓪⓫⓬⓭⓮⓯⓰⓱⓲⓳⓴⓵⓶⓷⓸⓹⓺⓻⓼⓽⓾⓿
	⓪⓫⓬⓭⓮⓯⓰⓱⓲⓳⓴⓵⓶⓷⓸⓹⓺⓻⓼⓽⓾⓿
	⓪⓫⓬⓭⓮⓯⓰⓱⓲⓳⓴⓵⓶⓷⓸⓹⓺⓻⓼⓽⓾⓿
	⓪⓫⓬⓭⓮⓯⓰⓱⓲⓳⓴⓵⓶⓷⓸⓹⓺⓻⓼⓽⓾⓿

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	⓪⓫⓬⓭⓮⓯⓰⓱⓲⓳⓴⓵⓶⓷⓸⓹⓺⓻⓼⓽⓾⓿

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	⓪⓫⓬⓭⓮⓯⓰⓱⓲⓳⓴⓵⓶⓷⓸⓹⓺⓻⓼⓽⓾⓿
	⓪⓫⓬⓭⓮⓯⓰⓱⓲⓳⓴⓵⓶⓷⓸⓹⓺⓻⓼⓽⓾⓿
	⓪⓫⓬⓭⓮⓯⓰⓱⓲⓳⓴⓵⓶⓷⓸⓹⓺⓻⓼⓽⓾⓿
	⓪⓫⓬⓭⓮⓯⓰⓱⓲⓳⓴⓵⓶⓷⓸⓹⓺⓻⓼⓽⓾⓿

31. Between the time you left high school and the end of February 1982, have you enrolled in or did you take classes at any school such as college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth? (Do not include Armed Forces training programs.) (MARK ONE)

- Yes.....○ (GO TO Q. 32)
- No.....○ (SKIP TO Q. 50)

32. Which months were you enrolled in or taking classes in any school between the time you left high school and the end of February 1982? (MARK ALL THAT APPLY)

1980		1981		1982	
June.....○	January.....○	July.....○	January.....○	January.....○	January.....○
July.....○	February.....○	August.....○	February.....○	February.....○	February.....○
August.....○	March.....○	September.....○	March.....○		
September.....○	April.....○	October.....○	April.....○		
October.....○	May.....○	November.....○	May.....○		
November.....○	June.....○	December.....○	June.....○		
December.....○					

33. Next we would like information about all of the schools you have gone to since you left high school. Please start with the first school you went to after high school. Answer questions A-K for that school in the first column (pages 16 and 18), then answer questions A-K for the second school in the next column, and so on. (BE SURE TO INCLUDE YOUR CURRENT SCHOOL.)

If you attended two schools at the same time, please put them in separate columns.

BEGIN ON NEXT PAGE.







B. Academic fields (typically lead to a four- or five-year Bachelor's degree). Please select below the category which best describes this field or area. (MARK ONE)

- AGRICULTURE (agricultural economics, agronomy, forestry, soils, etc.).....○
- ARCHITECTURE .....○
- ART (art appreciation, design, drawing, photography, graphics, sculpting, etc.).....○
- BIOLOGICAL SCIENCES (botany, ecology, zoology, etc.).....○
- BUSINESS (accounting, business administration, industrial management, marketing, finance, etc.) .....○
- COMMUNICATIONS (journalism, radio, television, etc.) .....○
- COMPUTER AND INFORMATION SCIENCES (systems analysis, etc.) .....○
- EDUCATION (secondary education, elementary education, physical education, etc.).....○
- ENGINEERING (chemical engineering, civil engineering, electrical engineering, mechanical engineering, etc.) .....○
- ENGLISH (creative writing, linguistics, literature, speech and drama, etc.).....○
- ETHNIC STUDIES (black studies, Mexican-American studies, etc.).....○
- FOREIGN LANGUAGES (French, German, Italian, Latin, Spanish, etc.).....○
- HEALTH OCCUPATIONS (practical nursing, medical technology, x-ray technology, etc.).....○
- HEALTH SCIENCES (registered nursing, optometry, pharmacy, etc.) .....○
- HOME ECONOMICS (dietetics, family and child development, textiles and clothing, etc.).....○
- INTERDISCIPLINARY STUDIES .....○
- MATHEMATICS (calculus, statistics, etc.).....○
- MUSIC (music appreciation, composition, etc.) .....○
- PHILOSOPHY OR RELIGION (ethics, logic, theology, etc.).....○
- PHYSICAL SCIENCE (astronomy, biochemistry, chemistry, geology, physics, etc.) .....○
- PREPROFESSIONAL (prelaw, predentistry, premedicine, etc.) .....○
- PSYCHOLOGY .....○
- SOCIAL SCIENCES (anthropology, economics, government, history, political science, social work, sociology, urban affairs, etc.).....○

OTHER (WRITE IN) \_\_\_\_\_○

35. In the most recent month you marked in Q. 32, for what kind of certificate, license, diploma, or degree were you studying? (MARK ALL THAT APPLY)

- a. None.....○
- b. A certificate (IN WHAT?—WRITE IN) \_\_\_\_\_○
- c. A license (IN WHAT?—WRITE IN) \_\_\_\_\_○
- d. A two- or three-year vocational degree or diploma .....○
- e. A two-year academic degree.....○
- f. A four- or five-year college Bachelor's degree .....○
- g. Other (EXPLAIN) \_\_\_\_\_○

38. Continued.

A. What were your reasons for changing schools? (If you have changed schools more than once, please answer for the most recent time.)  
(MARK ONE OVAL FOR EACH LINE)

- |   | <u>My</u><br><u>reasons</u> | <u>NOT my</u><br><u>reasons</u> |
|---|-----------------------------|---------------------------------|
| a. My interest changed, and my former school did not offer the course of study I wanted .....     | ○                           | ○                               |
| b. Wanted to attend a less expensive school.....  | ○                           | ○                               |
| c. Wanted to be at a smaller school.....  | ○                           | ○                               |
| d. Wanted to be at a larger school.....   | ○                           | ○                               |
| e. Wanted to attend school closer to home.....  | ○                           | ○                               |
| f. Wanted to attend a school farther away from home.....  | ○                           | ○                               |
| g. Wanted to attend a school that would give me better career opportunities.....                  | ○                           | ○                               |
| h. Wanted to attend a more prestigious school .....   | ○                           | ○                               |
| i. Wanted to attend a school where I could maximize my intellectual and personal development..... | ○                           | ○                               |
| j. More group or social activities of interest.....   | ○                           | ○                               |
| k. Transferred from a two-year to a four-year school to continue my education .....               | ○                           | ○                               |
| l. Family responsibilities .....  | ○                           | ○                               |
| m. Health problems or physical handicap .....   | ○                           | ○                               |
| n. Wanted to transfer to an academically less demanding school .....                              | ○                           | ○                               |
| o. Wanted to transfer to a school that would prepare me more quickly for an occupation .....      | ○                           | ○                               |
| p. Other (EXPLAIN).....   | ○                           | ○                               |

39. Between the time you left high school and the end of February 1982, have you withdrawn from any school before you completed your studies at that school?  
(MARK ONE)

- Yes.....○ (ANSWER A)  
No.....○ (GO TO Q. 40)

A. What were your reasons for withdrawing?  
(MARK ONE OVAL FOR EACH LINE)

- |  | <u>My</u><br><u>reasons</u> | <u>NOT my</u><br><u>reasons</u> |
|--|-----------------------------|---------------------------------|
| a. I could not afford to go full time or continue in school.....             | ○                           | ○                               |
| b. I was working full time .....   | ○                           | ○                               |
| c. I was working part time .....   | ○                           | ○                               |
| d. I got married, had a baby, or took on other family responsibilities ..... | ○                           | ○                               |
| e. I was undecided about career plans .....                                  | ○                           | ○                               |
| f. There was too much pressure or strain with my load of school work.....    | ○                           | ○                               |
| g. The school program was not relevant to the work I wanted to do .....      | ○                           | ○                               |
| h. I was failing or not doing as well as I wanted .....                      | ○                           | ○                               |
| i. Other (EXPLAIN).....  | ○                           | ○                               |





50. Continued.

**B. Were you being trained for a specific type of work? (MARK ONE)**

Yes .....  (GO TO C)  
No.....  (GO TO D)

**C. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(WRITE IN) \_\_\_\_\_

Office	<input type="radio"/>														
Use	<input type="radio"/>														
Only	<input type="radio"/>														

**D. How long is or was this program scheduled to last? (MARK ONE)**

Less than one month.....       Six to eleven months.....   
One to five months.....       One year or more.....

**E. When did you first enroll in the program?  
(MARK OVALS FOR MONTH AND YEAR)**

Month			Year		
January..... <input type="radio"/>	May..... <input type="radio"/>	September..... <input type="radio"/>	1980..... <input type="radio"/>		
February..... <input type="radio"/>	June..... <input type="radio"/>	October..... <input type="radio"/>	1981..... <input type="radio"/>		
March..... <input type="radio"/>	July..... <input type="radio"/>	November..... <input type="radio"/>	1982..... <input type="radio"/>		
April..... <input type="radio"/>	August..... <input type="radio"/>	December..... <input type="radio"/>			

**F. Have you completed this program? (MARK ONE)**

Yes.....  (ANSWER G)  
No, left without completing.....  (ANSWER G)  
No, still enrolled.....  (GO TO Q. 51)

**G. If you are no longer in the program, when did you leave the program?  
(MARK OVALS FOR MONTH AND YEAR)**

Month			Year		
January..... <input type="radio"/>	May..... <input type="radio"/>	September..... <input type="radio"/>	1980..... <input type="radio"/>		
February..... <input type="radio"/>	June..... <input type="radio"/>	October..... <input type="radio"/>	1981..... <input type="radio"/>		
March..... <input type="radio"/>	July..... <input type="radio"/>	November..... <input type="radio"/>	1982..... <input type="radio"/>		
April..... <input type="radio"/>	August..... <input type="radio"/>	December..... <input type="radio"/>			

**51. Between the time you left high school and the end of February 1982, have you participated in any course or program of academic tutoring, or remedial courses in summer school, college or other educational institution? (MARK ONE)**

Yes, I have participated.....   
No, I have not participated in such a program.....





58. As of the first week of February 1982, what was the highest level of education that your husband or wife had attained? (MARK ONE)

- Some high school, or less.....
- Finished high school.....
- Vocational, trade, or business school after high school.....
  - { Less than two years .....
  - { Two years or more .....
- College program.....
  - { Less than two years of college.....
  - { Two or more years of college (including two-year degree) .....
  - { Finished college (four- or five-year degree) .....
  - { Master's degree or equivalent .....
  - { Ph.D., M.D., or other advanced professional degree.....
- Don't know .....

59. Now please think back to October 1, 1981. If you were married then, what was your husband or wife doing in October 1981? (MARK ALL THAT APPLY)

- a. This does not apply to me since I was not married at that time.....
- b. He or she was working for pay at a full-time or part-time job.....
- c. Enrolled in graduate or professional school.....
- d. Taking academic courses at a two- or four-year college .....
- e. Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) .....
- f. On active duty in the Armed Forces (or service academy) .....
- g. Homemaker (without other job).....
- h. On temporary layoff from work, looking for work, or waiting to report to work.....
- i. Other (DESCRIBE).....



**B. When did this marriage end?  
(MARK OVALS FOR MONTH AND YEAR AND COMPLETE PART C AND D)**

Month	Month	Month
January..... <input type="radio"/>	January..... <input type="radio"/>	January..... <input type="radio"/>
February..... <input type="radio"/>	February..... <input type="radio"/>	February..... <input type="radio"/>
March..... <input type="radio"/>	March..... <input type="radio"/>	March..... <input type="radio"/>
April..... <input type="radio"/>	April..... <input type="radio"/>	April..... <input type="radio"/>
May..... <input type="radio"/>	May..... <input type="radio"/>	May..... <input type="radio"/>
June..... <input type="radio"/>	June..... <input type="radio"/>	June..... <input type="radio"/>
July..... <input type="radio"/>	July..... <input type="radio"/>	July..... <input type="radio"/>
August..... <input type="radio"/>	August..... <input type="radio"/>	August..... <input type="radio"/>
September..... <input type="radio"/>	September..... <input type="radio"/>	September..... <input type="radio"/>
October..... <input type="radio"/>	October..... <input type="radio"/>	October..... <input type="radio"/>
November..... <input type="radio"/>	November..... <input type="radio"/>	November..... <input type="radio"/>
December..... <input type="radio"/>	December..... <input type="radio"/>	December..... <input type="radio"/>
Year	Year	Year
1978 or before.... <input type="radio"/>	1978 or before.... <input type="radio"/>	1978 or before.... <input type="radio"/>
1979..... <input type="radio"/>	1979..... <input type="radio"/>	1979..... <input type="radio"/>
1980..... <input type="radio"/>	1980..... <input type="radio"/>	1980..... <input type="radio"/>
1981..... <input type="radio"/>	1981..... <input type="radio"/>	1981..... <input type="radio"/>
1982..... <input type="radio"/>	1982..... <input type="radio"/>	1982..... <input type="radio"/>

**(IF STILL MARRIED, MARK THIS OVAL)—  
GO TO COLUMN 2, OR Q. 61.)**

Still Married.....

**C. How did this marriage end?  
(MARK ONE)**

Separation..... <input type="radio"/>	Divorce or annulment..... <input type="radio"/>	Divorce or annulment..... <input type="radio"/>
Divorce or annulment..... <input type="radio"/>	Death..... <input type="radio"/>	Death..... <input type="radio"/>

**IF SEPARATED, ANSWER D:**

**D. When did you stop living together with your spouse?**

Month			Year
January..... <input type="radio"/>	May..... <input type="radio"/>	September..... <input type="radio"/>	1978 or before..... <input type="radio"/>
February..... <input type="radio"/>	June..... <input type="radio"/>	October..... <input type="radio"/>	1979..... <input type="radio"/>
March..... <input type="radio"/>	July..... <input type="radio"/>	November..... <input type="radio"/>	1980..... <input type="radio"/>
April..... <input type="radio"/>	August..... <input type="radio"/>	December..... <input type="radio"/>	1981..... <input type="radio"/>
			1982..... <input type="radio"/>

63. Next we would like some information about your children (including adopted, foster-care, and stepchildren). Please start with your first child and then report the one(s) after that, if any.

	First Child	Second Child	Third Child	Fourth Child	Fifth Child
A. What is the birthdate of this child? (MARK OVALS FOR MONTH AND YEAR)	Month	Month	Month	Month	Month
	January..... <input type="radio"/>				
	February... <input type="radio"/>				
	March ..... <input type="radio"/>				
	April..... <input type="radio"/>				
	May..... <input type="radio"/>				
	June ..... <input type="radio"/>				
	July ..... <input type="radio"/>				
	August ..... <input type="radio"/>				
	September.. <input type="radio"/>				
	October..... <input type="radio"/>				
	November.. <input type="radio"/>				
	December.. <input type="radio"/>				
	Year	Year	Year	Year	Year
	1978 or before..... <input type="radio"/>				
	1979..... <input type="radio"/>				
	1980..... <input type="radio"/>				
	1981..... <input type="radio"/>				
	1982..... <input type="radio"/>				
B. Is the child a boy or a girl?	Boy..... <input type="radio"/>				
	Girl..... <input type="radio"/>				
C. Is the child adopted, a stepchild, a foster-care child or a child born to you?	Born to me..... <input type="radio"/>				
	Adopted.... <input type="radio"/>				
	Step child..... <input type="radio"/>				
	Foster-care..... <input type="radio"/>				

64. How many of your children (including adopted, step- or foster-care children) lived in your household as of the first week of February 1982? (MARK ONE)

- None .....
- One.....
- Two.....
- Three.....
- Four.....
- Five.....
- Six or more.....



P  
7  
4  
2  
1  
P  
7  
4  
2  
1  
P  
7  
4  
2  
1  
P  
7  
4  
2  
1

74. To what extent have you voluntarily participated in the following groups since you left high school? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.) (MARK ONE FOR EACH LINE)

	<u>Active participant</u>	<u>Member only</u>	<u>Not at all</u>
a. Union, farm trade or professional association.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Church or church-related activities (not counting worship services).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A sorority or fraternity.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A social, hobby, garden, or card playing group.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Sport teams or sport clubs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. A literary, art, discussion or study group.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. A student government, newspaper, journal or yearbook staff.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. A drama club or theater group.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. An orchestra, band, chorus or other musical group.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Political organization.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Another voluntary group in which I participate (DESCRIBE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\_\_\_\_\_  \_\_\_\_\_

QUESTIONS 77 THROUGH 80 ARE STRICTLY VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

77. On how many occasions (if any) have you used HASHISH (hash) or MARIJUANA (grass, pot, dope) ...? (MARK ONE OVAL FOR EACH LINE)

- |   | 0<br>times            | 1-2<br>times          | 3-5<br>times          | 6-9<br>times          | 10-19<br>times        | 20-48<br>times        | 49<br>or more         |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. In your lifetime .....                     | <input type="radio"/> |
| b. During the last 12 months .....            | <input type="radio"/> |
| c. During the last 30 days .....              | <input type="radio"/> |
| d. During your last year of high school ..... | <input type="radio"/> |

78. How frequently (if at all) have you smoked cigarettes during the past thirty days? (MARK ONE)

- Not at all.....
- Less than 5 cigarettes per day.....
- About one-half pack per day.....
- About one pack per day.....
- About one and one-half packs per day.....
- Two packs of cigarettes or more per day.....

79. On how many occasions (if any) have you had alcohol to drink (beer, wine, liquor) during the past thirty days? (MARK ONE)

- Did not have alcoholic drink in the last thirty days.....
- On one or two occasions.....
- On three to five occasions.....
- On six to nine occasions.....
- On ten to nineteen occasions.....
- On twenty occasions or more.....

80. In the last thirty days, how many drinks did you usually have in a row? (MARK ONE)

- Did not drink.....
- Usually had only one drink.....
- Usually had two drinks in a row.....
- Usually had three or four drinks in a row.....
- Usually had five or more drinks in a row.....

81. Are you registered to vote? (MARK ONE)

- Yes.....
- No.....

82. At any time since you have been 18, have you voted in a local, state, or national election? (MARK ONE)

- Yes.....
- No.....
- Not yet 18.....

INFORMATION FOR FUTURE FOLLOW-UP

PRINT name, address, and the telephone number where you can most usually be reached during the coming year.

YOUR NAME: _____	TELEPHONE
ADDRESS: _____	AREA CODE NUMBER
CITY: _____ STATE: _____ COUNTY: _____	ZIP _____

PRINT the name, address, and telephone number of your parents.

PARENT'S NAME: _____	TELEPHONE
ADDRESS: _____	AREA CODE NUMBER
CITY: _____ STATE: _____	ZIP _____

PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year.  
(List no more than one person who now lives with you.)

NAME: _____	TELEPHONE
ADDRESS: _____	AREA CODE NUMBER
CITY: _____ STATE: _____	ZIP _____

NAME: _____	TELEPHONE
ADDRESS: _____	AREA CODE NUMBER
CITY: _____ STATE: _____	ZIP _____

PRINT spouse's full name (if you are married).

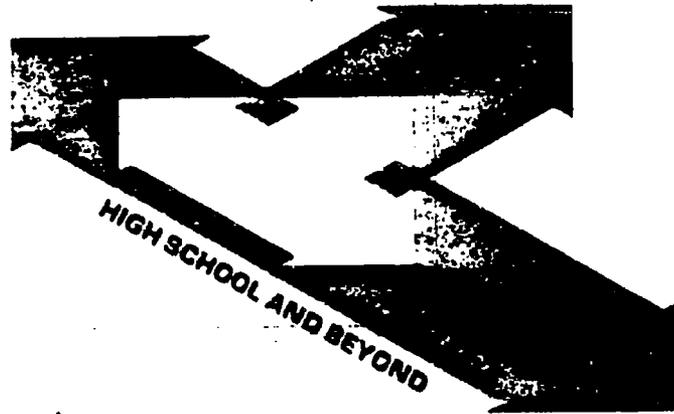
SPOUSE'S FULL NAME: _____
---------------------------

Please give the following information about yourself.

- (a) Date of birth \_\_\_\_\_ (month) \_\_\_\_\_ (day) \_\_\_\_\_ (year)
- (b) Sex: (Mark one)  
 Male.....  
 Female.....
- (c) Driver's License No. \_\_\_\_\_ State \_\_\_\_\_
- (d) When did you complete this questionnaire? \_\_\_\_\_ (month) \_\_\_\_\_ (day) \_\_\_\_\_ (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE HIGH SCHOOL AND BEYOND STUDY.



## 1980 SOPHOMORE COHORT FIRST FOLLOW-UP QUESTIONNAIRE

Dear Participant:

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their goal is to prepare students for productive and meaningful roles in an increasingly complex and changing society.

ID #:     -   -

NAME:

First \_\_\_\_\_

Last \_\_\_\_\_

Prepared for  
THE NATIONAL CENTER FOR EDUCATION STATISTICS  
BY  
THE NATIONAL OPINION RESEARCH CENTER

ED(NCES) Form No. 2409-30A Part I

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

(MARK ONE)

What is the color of your eyes? (MARK ONE)

- Brown .....
- Blue.....
- Green .....
- Another color.....

If the color of your eyes is green, you would mark the oval to the right of "Green."

(MARK ALL THAT APPLY)

Last week, did you do any of the following? (MARK ALL THAT APPLY)

- a. See a play.....
- b. Go to a movie.....
- c. Attend a sporting event.....

If you went to a movie and attended a sporting event last week, you would mark the two ovals as shown.

(MARK ONE OVAL FOR EACH LINE)

Do you plan to do any of the following next week? (MARK ONE OVAL FOR EACH LINE)

- |                                   | <u>Yes</u>                       | <u>Not sure</u>                  | <u>No</u>                        |
|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| a. Visit a relative .....         | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| b. Go to a museum .....           | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| c. Study at a friend's house..... | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |

If you plan to study at a friend's house, do not plan to visit a relative, and are not sure about going to a museum next week, you would mark one oval on each line as shown.

(WRITE IN)

What is your favorite sport? (MARK ONE)

- Football .....
- Basketball .....
- Baseball .....
- Other (WRITE IN) Ice Hockey

If your favorite sport is ice hockey, you would mark the oval to the right of "Other" and write "Ice Hockey" on the line as shown.

This questionnaire is not a test. We hope you will answer every question, but you may skip any question you do not wish to answer.

THANK YOU FOR YOUR COOPERATION

4. Starting with the beginning of the tenth grade and through the end of this school year how much coursework will you have taken in each of the following subjects?

Count only courses that meet at least three times (or three periods) a week.  
(MARK ONE OVAL FOR EACH LINE)

SINCE BEGINNING TENTH GRADE:

	None	year	1 year	1½ years	2 years	2½ years	3 years	More than 3 years
a. Mathematics .....	<input type="radio"/>							
b. English or literature .....	<input type="radio"/>							
c. French .....	<input type="radio"/>							
d. German .....	<input type="radio"/>							
e. Spanish .....	<input type="radio"/>							
f. Other foreign languages .....	<input type="radio"/>							
g. History or social studies .....	<input type="radio"/>							
h. Science .....	<input type="radio"/>							
i. Business, office, or sales .....	<input type="radio"/>							
j. Trade and industry .....	<input type="radio"/>							
k. Technical courses .....	<input type="radio"/>							
l. Other vocational courses .....	<input type="radio"/>							

5. Which of the following courses have you taken, counting the courses you are taking this semester? (MARK ONE OVAL FOR EACH LINE)

	Yes, have taken	No, have not taken
a. First-year algebra .....	<input type="radio"/>	<input type="radio"/>
b. Second-year algebra .....	<input type="radio"/>	<input type="radio"/>
c. Geometry .....	<input type="radio"/>	<input type="radio"/>
d. Trigonometry .....	<input type="radio"/>	<input type="radio"/>
e. Calculus .....	<input type="radio"/>	<input type="radio"/>
f. Physics .....	<input type="radio"/>	<input type="radio"/>
g. Chemistry .....	<input type="radio"/>	<input type="radio"/>
h. Biology .....	<input type="radio"/>	<input type="radio"/>

9. In your junior or senior year have you been in any of the following kinds of courses or programs in high school? (MARK ONE OVAL FOR EACH LINE)

	<u>No</u>	<u>Yes</u>
a. Remedial English (sometimes called basic or essential).....	○	○
b. Remedial Mathematics (sometimes called basic or essential).....	○	○
c. Advanced or honors program in English.....	○	○
d. Advanced or honors program in Mathematics.....	○	○
e. Bilingual or bicultural program.....	○	○
f. Family life or sex education.....	○	○
g. Alcohol or drug abuse education.....	○	○
h. Special program for the educationally handicapped.....	○	○
i. Special program for the physically handicapped.....	○	○
j. Career education (job knowledge, job seeking skills, career awareness).....	○	○
k. Driver education.....	○	○
l. Computer programming.....	○	○

10. Some students spend part of the school day in programs outside of any school in some kind of work or community service setting. Averaged over this school year, about how much of your school day have you spent in programs held someplace other than at a school? (MARK ONE)

- None ..... ○
- About one period a day ..... ○
- More than one period but less than half a day..... ○
- About half a day ..... ○
- More than half of the school day ..... ○

11. In your junior or senior year have you heard of or participated in any of the following high school educational programs? (MARK ONE OVAL FOR EACH LINE)

	<u>Never heard of this program</u>	<u>Have heard of this program but have not participated</u>	<u>Have participated in this program</u>
a. Cooperative Vocational Education Program (Co-op Program).....	○	○	○
b. High School Vocational Education Work-Study Program.....	○	○	○
c. Talent Search.....	○	○	○
d. Upward Bound.....	○	○	○
e. Continuation High School.....	○	○	○
f. Alternative High School.....	○	○	○
g. Special School for pregnant girls or mothers.....	○	○	○
h. CETA Work Programs (such as the Youth Employment and Training Program or the Conservation Corps).....	○	○	○
i. Junior ROTC.....	○	○	○

16.  Between the beginning of school last fall and Christmas vacation, about how many days were you absent from school for any reason, not counting illness?  
(MARK ONE)

- None .....
- 1 or 2 days .....
- 3 or 4 days .....
- 5 to 10 days.....
- 11 to 15 days.....
- 16 to 20 days.....
- 21 or more.....

17. What is the longest time you ever stayed away from school when you weren't ill?—(not counting school holidays or vacations) (MARK ONE)

- Less than one week .....
- 1 or 2 weeks .....
- 3 weeks .....
- 4 weeks to 8 weeks.....
- Entire quarter or semester.....
- School year or longer.....

18. How often do you come to class and find yourself without these things?  
(MARK ONE OVAL FOR EACH LINE)

	<u>Usually</u>	<u>Fairly often</u>	<u>Seldom</u>	<u>Never</u>
a. Pencil or paper.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Books.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your homework done.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19.  Between the beginning of school last fall and Christmas vacation, about how many days were you late to school? (MARK ONE)

- None .....
- 1 or 2 days .....
- 3 or 4 days .....
- 5 to 10 days.....
- 11 to 15 days.....
- 16 to 20 days.....
- 21 or more days.....

23. Whether or not you already have a job, were you looking for a job last week?  
(MARK ONE)

- Yes .....  (ANSWER A)  
No.....  (GO TO Q. 24)

A. What have you been doing in the last week to find a job?  
(MARK ALL THAT APPLY)

- a. Nothing.....
- b. Checked with:
- 1. State employment agency.....
  - 2. Private employment agency.....
  - 3. Military recruiter.....
  - 4. Employer directly.....
  - 5. Friends or relatives.....
- c. Placed or answered ads.....
- d. Looked in the newspaper.....
- e. School employment service.....
- f. Other (WRITE IN) \_\_\_\_\_

24. When was the most recent time you worked for pay, not counting work around the house? (MARK ONE)

- Never worked for pay..... ... (SKIP TO Q. 34)
- Last week.....
- Within the past month, but not last week.....
- Within the past 3 months.....
- Since school started last fall.....
- Last summer.....
- Before last summer.....

25. How many hours do or did you work a week on your current or most recent job?  
(MARK ONE)

- 1-4 hours per week.....
- 5-14 hours per week.....
- 15-21 hours per week.....
- 22-29 hours per week.....
- 30-34 hours per week.....
- 35-40 hours per week.....
- 41 or more hours per week.....

29. Which of the job categories below comes closest to the kind of work you do or did for pay on your current or most recent job? (If more than one kind of work, choose the one which paid you the most per week.) (MARK ONE)

- Lawn work or odd jobs .....
- Waiter, waitress, bus boy or cook.....
- Babysitting or child care .....
- Farm or agricultural work .....
- Factory work (unskilled or semi-skilled).....
- Gas station, car wash, or auto repair work.....
- Skilled trade .....
- Other manual labor (cleaning-related jobs, stock clerks, etc.).....
- Store clerk, salesperson or cashier .....
- Office or clerical.....
- Hospital or health.....
- Delivery jobs (newspapers, groceries, etc.).....

Other (DESCRIBE) \_\_\_\_\_  
\_\_\_\_\_

30. How did you find your current (or most recent) job? (MARK ONE)

- School employment or placement service .....
- Public employment service.....
- Private employment agency .....
- Newspaper advertisement .....
- Checked with employer directly.....
- Through a relative .....
- Through a friend.....

Other (DESCRIBE) \_\_\_\_\_  
\_\_\_\_\_

31. Is your current job (or was your most recent job) a CETA-sponsored, a Co-op, or a Work-Study job, or another job with a private company/person, or were you self-employed? (MARK ONE)

- CETA-sponsored youth employment job.....
- Cooperative Education Program job.....
- Work-Study job.....
- Private company/person (not CETA, Co-op, or Work-Study) .....
- Self-employed.....
- Other (PLEASE DESCRIBE KIND OF EMPLOYER) .....

\_\_\_\_\_

Don't know (PLEASE DESCRIBE KIND OF EMPLOYER)  
\_\_\_\_\_

35. What is the lowest hourly wage you would be willing to accept for a job after you graduate from high school? (MARK ONE)

- Below \$2.50.....
- \$2.50.....
- \$3.00.....
- \$3.50.....
- \$4.00.....
- \$4.50.....
- \$5.00.....
- \$5.50.....
- \$6.00.....
- \$6.50.....
- \$7.00.....
- \$7.50 per hour or more.....

36. During last summer (summer of 1981) about how many hours per week did you work for pay outside your own home? (MARK ONE)

- None .....
- 1-4 hours per week .....
- 5-14 hours per week .....
- 15-21 hours per week .....
- 22-29 hours per week .....
- 30-34 hours per week .....
- 35-40 hours per week .....
- 41 hours or more per week .....

37. During the school year before this one, about how many hours per week on the average did you work for pay outside your own home? (MARK ONE)

- None .....
- 1-4 hours per week .....
- 5-14 hours per week .....
- 15-21 hours per week .....
- 22-29 hours per week .....
- 30-34 hours per week .....
- 35-40 hours per week .....
- 41 hours or more per week .....

39. This year how often have you done the following things either in or out of school?  
(MARK ONE OVAL FOR EACH LINE)

- |  | <u>Never</u>          | <u>Once</u>           | <u>A few<br/>times</u> | <u>Often</u>          |
|--|-----------------------|-----------------------|------------------------|-----------------------|
| a. Spoken before an audience of 50 or more.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| b. Helped plan for a large social event.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| c. Explained or defended a position on an<br>issue of some importance before a<br>group..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| d. Worked with a group of classmates on a<br>project with little adult supervision.....      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| e. Headed group problem-solving discussions.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| f. Chaired a meeting.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

40. Have you requested or received information about any of the military services?  
(MARK ONE)

- Yes .....  (ANSWER A)  
No.....  (GO TO Q. 41)

A. How did you request or receive the information? (MARK ALL THAT APPLY)

- a. Used a toll-free number.....   
b. Mailed request in a post card or coupon.....   
c. Called or visited recruiter.....   
d. Obtained information from my high school.....   
e. Recruiter contacted me first.....

41. If you could choose the length of your first enlistment, how many years of active duty would you sign up for? (MARK ONE)

- One year.....   
Two years.....   
Three years.....   
Four years.....   
Five years.....   
Six years.....   
Seven or more years.....

42. Would you enlist in the Armed Services if you were offered a cash enlistment bonus when you complete your initial job training for certain types of jobs?  
(MARK ONE)

- Yes .....  (ANSWER A)  
No.....  (GO TO Q. 43)

A. What is the minimum bonus that you would seriously consider? (MARK ONE)

- \$ 5,000 bonus.....   
\$ 7,500 bonus.....   
\$10,000 bonus.....   
\$12,500 bonus.....   
\$15,000 bonus.....

48. Have you taken the physical exam required to enlist? (MARK ONE)

Yes .....  (ANSWER A)  
No.....  (GO TO Q. 49)

A. Did you qualify? (MARK ONE)

Yes .....   
No.....

49. What do you think are the starting monthly salaries for the following services? (ANSWER EACH SERVICE INDIVIDUALLY. MARK ONE OVAL FOR EACH LINE)

	Less than \$300	\$300- \$399	\$400- \$499	\$500- \$599	\$600 or more
a. Army.....	<input type="radio"/>				
b. Navy.....	<input type="radio"/>				
c. Air Force.....	<input type="radio"/>				
d. Marines.....	<input type="radio"/>				

50. In the past year, have you tried to enlist into any branch of the Armed Services? (MARK ONE)

Yes .....   
No, but I plan to try to enlist soon.....   
No, and I don't plan to enlist.....

51. Have you been accepted by or sworn into any branch of the Armed Services? (MARK ONE)

No.....   
Yes, and I will enter basic training later on this year in the ...  
Army.....   
Navy.....   
Air Force.....   
Marine Corps.....   
Coast Guard.....   
Yes, but I decided not to enter any service.....   
I have not heard yet.....

52. Which of the following people live in the same household with you? (MARK ALL THAT APPLY)

a. I live alone.....   
b. Father.....   
c. Other male guardian (stepfather or foster father).....   
d. Mother.....   
e. Other female guardian (stepmother or foster mother).....   
f. Brother(s) and/or sister(s) (including step- or half-).....   
g. Grandparent(s).....   
h. My husband/wife.....   
i. My child or my children.....   
j. Other relative(s) (children or adults).....   
k. Non-relative(s) (children or adults).....

54. Please describe below the job most recently held by your mother (stepmother or female guardian), even if she is not working at present.

(WRITE IN) \_\_\_\_\_

A. Which of the categories below comes closest to describing that job? (MARK ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .....
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter.....
- FARMER, FARM MANAGER.....
- HOMEMAKER (without other job).....
- LABORER such as construction worker, car washer, sanitary worker, farm laborer.....
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official.....
- MILITARY such as career officer, enlisted woman in the Armed Forces.....
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver.....
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actress, athlete, politician, but not including school teacher.....
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher.....
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner.....
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter.....
- SALES such as salesperson, advertising or insurance agent, real estate broker.....
- SCHOOL-TEACHER such as elementary or secondary.....
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waitress.....
- TECHNICAL such as draftsman, medical or dental technician, computer programmer.....
- Never worked.....
- Don't know.....

55. What was the highest level of education your father (stepfather or male guardian) completed? (MARK ONE)

- Less than high school graduation.....
- High school graduation only.....
- Vocational, trade, or business school after high school.....
  - { Less than two years.....
  - { Two years or more.....
- College program.....
  - { Less than two years of college.....
  - { Two or more years of college (including two-year degree).....
  - { Finished college (four- or five-year degree).....
  - { Master's degree or equivalent.....
  - { Ph.D., M.D., or other advanced professional degree.....
- Don't know.....

59. Before you started high school were you ever asked to repeat a grade or held back a term in school? (MARK ONE)

Yes ..... (ANSWER A)  
 No..... (GO TO Q. 60)

A. Which grades did you repeat? (MARK ALL THAT APPLY)

- a. First.....
- b. Second.....
- c. Third.....
- d. Fourth.....
- e. Fifth.....
- f. Sixth.....
- g. Seventh.....
- h. Eighth.....
- i. Ninth.....

60. How often do you spend time on the following activities outside of school? (MARK ONE OVAL FOR EACH LINE)

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost every day
a. Spending time talking with friends.....				
b. Reading for pleasure.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Going out on dates.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Just driving or riding around (alone or with friends).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Thinking or daydreaming alone.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Talking with your mother or father.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Reading the front page of the newspaper.....	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. During weekdays about how many hours per day do you watch TV? (MARK ONE)

- Don't watch TV during weekdays.....
- Less than 1 hour.....
- 1 hour or more, less than 2.....
- 2 hours or more, less than 3.....
- 3 hours or more, less than 4.....
- 4 hours or more, less than 5.....
- 5 hours or more.....

66. Are the following statements about your experience in high school true or false?  
(MARK ONE OVAL FOR EACH LINE)

	<u>True</u>	<u>False</u>
a. I am satisfied with the way my education is going.....	<input type="radio"/>	<input type="radio"/>
b. I have had disciplinary problems in school during the last year .....	<input type="radio"/>	<input type="radio"/>
c. I am interested in school .....	<input type="radio"/>	<input type="radio"/>
d. I have been suspended or put on probation in school for academic reasons.....	<input type="radio"/>	<input type="radio"/>
e. I have been suspended or put on probation for disciplinary reasons.....	<input type="radio"/>	<input type="radio"/>
f. Every once in a while I cut a class .....	<input type="radio"/>	<input type="radio"/>
g. I don't feel safe at this school.....	<input type="radio"/>	<input type="radio"/>

67. Please rate your school on each of the following aspects.  
(MARK ONE OVAL FOR EACH LINE)

	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Don't know</u>
a. Condition of buildings and classrooms .....	<input type="radio"/>				
b. Library facilities.....	<input type="radio"/>				
c. Quality of academic instruction.....	<input type="radio"/>				
d. Reputation in the community.....	<input type="radio"/>				
e. Teacher interest in students .....	<input type="radio"/>				
f. Effectiveness of discipline .....	<input type="radio"/>				
g. Strictness of discipline .....	<input type="radio"/>				
h. Fairness of discipline.....	<input type="radio"/>				
i. School spirit.....	<input type="radio"/>				

68. How important is each of these characteristics in your definition of a good teacher?  
(MARK ONE OVAL FOR EACH LINE)

	<u>Not important</u>	<u>Somewhat important</u>	<u>Very important</u>
a. Enjoys his or her work .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Is clear in his or her presentations.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Makes you work hard so you'll learn .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Treats everyone with respect .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Is witty and humorous .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Doesn't talk over your head .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Is patient and understanding.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Is doing a job just to make money.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Returns students' work promptly.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Takes an interest in students' lives outside of class .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

73. How important is each of the following to you in your life?  
 (MARK ONE OVAL FOR EACH LINE)

	<u>Not important</u>	<u>Somewhat important</u>	<u>Very important</u>
a. Being successful in my line of work .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Finding the right person to marry and having a happy family life .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Having lots of money .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Having strong friendships.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Being able to find steady work .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Being a leader in my community.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Being able to give my children better opportunities than I've had .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Living close to parents and relatives .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Getting away from this area of the country.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Working to correct social and economic inequalities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Having children.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Having leisure time to enjoy my ' own interests.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

74. How do other seniors in your school see you?  
 (MARK ONE OVAL FOR EACH LINE)

	<u>Very</u>	<u>Somewhat</u>	<u>Not at all</u>
a. As popular? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As athletic? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. As socially active? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. As a good student? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. As important?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. As a troublemaker?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. As part of the leading crowd?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

77. Write in here the name of the job or occupation that you expect or plan to have when you are 30 years old. Even if you are not at all sure, write in your best guess.

(WRITE IN) \_\_\_\_\_

A. Which of the categories below comes closest to describing that job?  
(MARK ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .....
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter.....
- FARMER, FARM MANAGER.....
- HOMEMAKER (without other job).....
- LABORER such as construction worker, car washer, sanitary worker, farm laborer .....
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official .....
- MILITARY such as career officer, enlisted man or woman in the Armed Forces .....
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver.....
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher .....
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher .....
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner .....
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter .....
- SALES such as salesperson, advertising or insurance agent, real estate broker.....
- SCHOOL TEACHER such as elementary or secondary .....
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, waitress .....
- TECHNICAL such as draftsman, medical or dental technician, computer programmer.....
- NOT WORKING.....

82. What is the lowest level of education you would be satisfied with? (MARK ONE)

- Less than high school graduation.....
- High school graduation only.....
  
- Vocational, trade, or business school after high school.....
- Less than two years.....
- Two years or more.....
  
- College program.....
- Less than two years of college.....
- Two or more years of college (including two-year degree).....
- Finished college (four- or five-year degree).....
- Master's degree or equivalent.....
- Ph.D., M.D., or other advanced professional degree.....
- Don't know.....

83. Whatever your plans, do you think you have the ability to complete college? (MARK ONE)

- Yes, definitely.....
- Yes, probably.....
- Not sure.....
- I doubt it.....
- Definitely not.....

84. In your opinion, do most colleges and universities place more emphasis on high school grades or test scores (like the SAT or ACT) when admitting students to college? (MARK ONE)

- High school grades.....
- Admission tests.....
- Both about equally.....
- Don't know.....

85. If there were a program of compulsory two-year service after high school, with options of military service or community service as listed below, what would you most likely do? (MARK ONE)

- Military service with educational benefits afterwards (such as scholarships for veterans).....
- Public service (such as hospitals, Peace Corps, forest service).....
- I am undecided.....
- I would try to avoid either option.....

89. If you plan to work full-time next year and can't find a job after six months, what one thing would you probably decide to do? (MARK ONE)

- Don't plan to work full-time next year .....
- Keep on looking for a job around here.....
- Move to a different area and look for jobs there.....
- Work part-time but not attend school or college .....
- Enter an apprenticeship or on-the-job training program .....
- Go into regular military service (or service academy) .....
- Become a full-time homemaker.....
- Take vocational or technical courses at a trade or business school  
full-time or part-time .....
- Take academic courses at a junior or community college  
full-time or part-time .....
- Take technical or vocational subjects at a junior or community  
college full-time or part-time .....
- Attend a four-year college or university full-time or part-time .....
- Other (travel, or take a break) .....
- Don't know .....

90. About how much money do you expect to earn from work in the year beginning July 1982 and ending June 1983? (MARK ONE)

- None .....
- Less than \$1,000 .....
- \$1,000 to \$2,999.....
- \$3,000 to \$4,999.....
- \$5,000 to \$6,999.....
- \$7,000 to \$8,999.....
- \$9,000 to \$10,999.....
- \$11,000 to \$12,999.....
- \$13,000 to \$14,999.....
- \$15,000 or more.....

91. About how much money do you expect to spend on living expenses (such as room and board and clothing) next year? Include expenses even if they will be paid by a scholarship or loan. (But don't include tuition or other schooling expenses.) (MARK ONE)

- Almost none—I plan to live at home.....
- None, for other reasons.....
- Less than \$1,000 .....
- \$1,000 to \$1,999.....
- \$2,000 to \$2,999.....
- \$3,000 to \$3,999.....
- \$4,000 to \$4,999.....
- \$5,000 to \$6,999.....
- \$7,000 to \$10,000.....
- More than \$10,000.....

95. How do you plan to pay for the living expenses and schooling expenses (if any) you may have next year? For each source listed below, indicate how much money you expect to receive in the year beginning July 1982 and ending June 1983. If you are not sure, make your best guess. (MARK ONE OVAL FOR EACH LINE)

	<u>None</u>	<u>Under \$300</u>	<u>\$300 to \$599</u>	<u>\$600 to \$1,199</u>	<u>\$1,200 to \$1,999</u>	<u>\$2,000 to \$3,000</u>	<u>Over \$3,000</u>
<b>A. My family:</b>							
a. Parents.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Husband or wife.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other relatives.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>B. Myself:</b>							
a. Summer earnings, 1982.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Earnings, Sept. 1982-June 1983.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Savings.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>C. Other sources:</b>							
a. A state scholarship or grant.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A federal scholarship or grant.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other scholarship or grant.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A state loan.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A federal loan.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other loan.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Social Security or Veterans Administration benefits.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

96. Where do you plan to live next year? (MARK ONE)

At home.....

In a school dormitory or residence hall.....

In a place of my own or with a roommate.....

Sharing a place with more than one other person.....

In a military barracks.....

101. What is your race? (MARK ONE)

- Black.....
- White.....
- American Indian or Alaskan Native.....
- Asian or Pacific Islander.....
- Other (WRITE IN) \_\_\_\_\_

102. What is your origin or descent? (If more than one, please mark below the one you consider the most important part of your background.) (MARK ONE)

- HISPANIC OR SPANISH:
  - Mexican, Mexican-American, Chicano.....
  - Cuban, Cubano.....
  - Puerto Rican, Puertorriqueño or Boricua.....
  - Other Latin American, Latino, Hispanic, or Spanish descent (WRITE IN) \_\_\_\_\_
- NON-HISPANIC.....

103. Do you have any of the following conditions? (MARK ALL THAT APPLY)

- a. Specific learning disability.....
  - b. Visual handicap (not corrected by glasses).....
  - c. Hard of hearing.....
  - d. Deafness.....
  - e. Speech disability.....
  - f. Orthopedic handicap.....
  - g. Other physical disability or handicap
  - (DESCRIBE) \_\_\_\_\_
  - h. None of these conditions.....

104. Do you feel that you have a physical condition that limits the kind or amount of work you can do on a job, or affects your chances for more education? (MARK ONE)

- No.....
- Yes.....

109. How many of your brothers and sisters will be in high school next fall? (Please include stepbrothers or stepsisters if they live in your parents' home.) (MARK ONE)

- I don't have any brothers or sisters .....
- None .....
- One.....
- Two or more .....

110. American families are divided below into three equal groups according to how much money the family makes in a year. Mark the oval for the group which comes closest to the amount of money your family makes in a year. (MARK ONE)

- One-third of American families make: \$14,999 or less.....
- One-third of American families make: \$15,000 to \$29,999 .....
- One-third of American families make: \$30,000 or more .....

111. This time families are divided into eight groups according to how much money they make in a year. Mark the oval for the group which comes closest to the amount of money your family makes in a year. (MARK ONE)

- \$7,999 or less .....
- \$8,000 to \$14,999.....
- \$15,000 to \$19,999.....
- \$20,000 to \$24,999.....
- \$25,000 to \$29,999.....
- \$30,000 to \$39,999.....
- \$40,000 to \$49,999.....
- \$50,000 or more.....

112. How many rooms are there in your home? Count only the rooms your family lives in. Count the kitchen (if separate) but not bathrooms. (MARK ONE)

- 1 room.....
- 2 rooms.....
- 3 rooms.....
- 4 rooms.....
- 5 rooms.....
- 6 rooms.....
- 7 rooms.....
- 8 rooms.....
- 9 rooms.....
- 10 or more.....

119. How much do you think each of the following kinds of schooling would cost for a year? Just answer about expenses for tuition, books, fees, transportation, and so on—not living expenses. (MARK ONE OVAL FOR EACH LINE)

Schooling expenses would be . . .

	Under \$500	\$500- \$1,000	\$1,001- \$2,000	\$2,001- \$3,000	\$3,001- \$5,000	\$5,001- \$7,000	Don't know
a. at a public junior or community college.....	<input type="radio"/>						
b. at a state four-year college or university.....	<input type="radio"/>						
c. at a private four-year college or university.....	<input type="radio"/>						

120. If you were to go to a trade or vocational school, what field would you most likely train for? (MARK ONE)

- Don't plan to go to trade or vocational school.....
- Agriculture, including horticulture .....
- Auto mechanics .....
- Aviation.....
- Commercial arts.....
- Computer programming or computer operations.....
- Construction trades:
  - Carpentry, cabinetmaking, or millwork.....
  - Electrical .....
  - Masonry.....
  - Plumbing.....
  - Cosmetology, hairdressing, or barbering .....
  - Drafting.....
  - Electronics .....
  - Home economics, including dietetics and child care.....
  - Machine shop .....
  - Medical or dental assisting.....
  - Practical nursing.....
  - Quantity food occupations .....
  - Refrigeration.....
  - Sales or merchandising .....
  - Secretarial, stenographic, typing or other office work .....
  - Welding .....
  - Other (WRITE IN) .....

121. Have you been accepted by any vocational school, trade school, or apprenticeship program? (MARK ONE)

- Don't plan to go to trade or vocational school.....
- Have applied and have been accepted .....
- Have applied, but have not yet been accepted .....
- Program does not require advance application.....
- Plan to apply later.....

124. Have you applied for admission to any college or university? (MARK ONE)

- Yes, to one college .....
- Yes, to two or three colleges .....
- Yes, to four or more colleges .....
- No, the college I am planning to attend does not require advance application for admission .....
- No, I plan to apply soon .....
- No, I plan to go to college later .....

125. Have you been accepted by any college or university? (MARK ONE)

- Yes .....
- No .....
- Have not heard yet .....
- Have not applied yet .....

126. Please write down here the name and location (city or town, and state) of the college you think you are most likely to attend.

(Name) \_\_\_\_\_

(City & State) \_\_\_\_\_

Office Use Only	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

128. Do you plan to use funds available from any of the following programs for further study beyond high school? (MARK ONE OVAL FOR EACH LINE)

	No. I do not plan to use it	Yes. I plan to use it	I do not know enough about this program to answer the question
<b>A. Loans:</b>			
a. National Direct Student Loan Program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Federal Guaranteed Student Loan Program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Nursing Student Loan Program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. State Student Loan Program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. College or University Student Loan Program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Regular Bank Loan .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>B. Scholarships, Fellowships and Grants:</b>			
a. Basic Educational Opportunity Grant or Pell Grant (BEOG) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Supplemental Educational Opportunity Grant .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ROTC Scholarship .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Social Security Benefits for Children of Retired, Disabled or Deceased Parents .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Nursing Scholarship Program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Veterans Administration Survivors' and Dependents Educational Assistance Program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Veterans' Educational Assistance Program (VEAP) or New GI Bill .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. State Scholarship Program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. College or University Scholarship .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Scholarships from Private Organizations .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Division of Vocational Rehabilitation Educational Benefits .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>C. Work Programs:</b>			
a. CETA-Sponsored Youth Employment Development .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. College Work-Study .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Cooperative Education Program (Co-Op Ed.) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFORMATION FOR FUTURE FOLLOW-UP

PRINT name, address, and the telephone number where you can most usually be reached during the coming year.

YOUR NAME: \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
ADDRESS: \_\_\_\_\_ AREA CODE NUMBER \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ COUNTY: \_\_\_\_\_ ZIP \_\_\_\_\_

PRINT the name, address, and telephone number of your parents.

PARENT'S NAME: \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
ADDRESS: \_\_\_\_\_ AREA CODE NUMBER \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP \_\_\_\_\_

PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year.  
(List no more than one person who now lives with you.)

NAME: \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
ADDRESS: \_\_\_\_\_ AREA CODE NUMBER \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP \_\_\_\_\_

NAME: \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
ADDRESS: \_\_\_\_\_ AREA CODE NUMBER \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP \_\_\_\_\_

PRINT spouse's full name (if you are married).

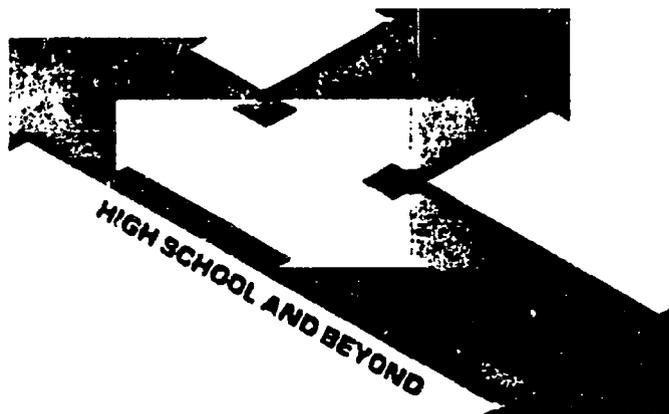
SPOUSE'S FULL NAME: \_\_\_\_\_

Please give the following information about yourself.

- (a) Date of birth \_\_\_\_\_ (month) \_\_\_\_\_ (day) \_\_\_\_\_ (year)
- (b) Sex: (Mark one)  
Male.....   
Female.....
- (c) Driver's License No. \_\_\_\_\_ State \_\_\_\_\_
- (d) When did you complete this questionnaire? \_\_\_\_\_ (month) \_\_\_\_\_ (day) \_\_\_\_\_ (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE HIGH SCHOOL AND BEYOND STUDY.



## 1980 SOPHOMORE COHORT (Not Currently in High School) FIRST FOLLOW-UP QUESTIONNAIRE

Dear Participant:

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their goal is to prepare students for productive and meaningful roles in an increasingly complex and changing society.

ID #:     -   -

NAME:

First \_\_\_\_\_

Last \_\_\_\_\_

Prepared for  
THE NATIONAL CENTER FOR EDUCATION STATISTICS  
by  
THE NATIONAL OPINION RESEARCH CENTER

ED/NCES Form No. 2409-00C

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

(MARK ONE)

What is the color of your eyes? (MARK ONE)

- Brown .....
- Blue .....
- Green .....
- Another color .....

If the color of your eyes is green, you would mark the oval to the right of "Green."

(MARK ALL THAT APPLY)

Last week, did you do any of the following? (MARK ALL THAT APPLY)

- a. See a play .....
- b. Go to a movie .....
- c. Attend a sporting event .....

If you went to a movie and attended a sporting event last week, you would mark the two ovals as shown.

(MARK ONE OVAL FOR EACH LINE)

Do you plan to do any of the following next week? (MARK ONE OVAL FOR EACH LINE)

- |                                    | Yes                              | Not sure                         | No                               |
|------------------------------------|----------------------------------|----------------------------------|----------------------------------|
| a. Visit a relative .....          | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| b. Go to a museum .....            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| c. Study at a friend's house ..... | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |

If you plan to study at a friend's house, do not plan to visit a relative, and are not sure about going to a museum next week, you would mark one oval on each line as shown.

(WRITE IN)

What is your favorite sport? (MARK ONE)

- Football .....
- Basketball .....
- Baseball .....
- Other (WRITE IN) Ice Hockey .....

If your favorite sport is ice hockey, you would mark the oval to the right of "Other" and write "Ice Hockey" on the line as shown.

This questionnaire is not a test. We hope you will answer every question, but you may skip any question you do not wish to answer.

THANK YOU FOR YOUR COOPERATION

4. Which of the following best describes the place where you lived in the first week of February 1982? (MARK ONE)

- In a rural or farming community .....
- In a small city or town of fewer than 50,000 people that is not a suburb of a larger place.....
- In a medium-sized city (50,000-100,000 people) .....
- In a suburb of a medium-sized city .....
- In a large city (100,000-500,000 people) .....
- In a suburb of a large city .....
- In a very large city (over 500,000 people).....
- In a suburb of a very large city .....
- A military base or station.....

5. How far is this from the city or community where you lived as a sophomore in high school? (MARK ONE)

- Same place I lived in when I was a sophomore in high school.....
- Less than 50 miles .....
- 50 to 99 miles .....
- 100 to 199 miles .....
- 200 to 499 miles .....
- 500 miles or more .....

6. When did you leave the last high school that you attended? (MARK OVALS FOR MONTH AND YEAR)

Month		Year
January ..... <input type="radio"/>	July ..... <input type="radio"/>	1979 ..... <input type="radio"/>
February ..... <input type="radio"/>	August ..... <input type="radio"/>	1980 ..... <input type="radio"/>
March ..... <input type="radio"/>	September ..... <input type="radio"/>	1981 ..... <input type="radio"/>
April ..... <input type="radio"/>	October ..... <input type="radio"/>	1982 ..... <input type="radio"/>
May ..... <input type="radio"/>	November ..... <input type="radio"/>	
June ..... <input type="radio"/>	December ..... <input type="radio"/>	

7. What grade were you in then? (MARK ONE)

- In tenth grade .....
- After completing tenth grade (did not start eleventh grade) .....
- In eleventh grade .....
- After completing eleventh grade (did not start twelfth grade) .....
- In twelfth grade .....

8. Is the last school you attended, the same school you were attending as a sophomore? (MARK ONE)

- Yes
- No (Answer A)

A. What are the name and address of the last school you attended? (WRITE IN)

Name of School \_\_\_\_\_

Street Address \_\_\_\_\_

City & State \_\_\_\_\_

13. Did any of your brothers or sisters leave school before they finished?  
(MARK ONE)

- Yes .....
- No.....
- Don't have any brothers or sisters .....

14. Before you started high school were you ever asked to repeat a grade, or held back a term in school? (MARK ONE)

- Yes .....
- No.....

15. When you left school did you have a definite job lined up? (MARK ONE)

- Yes.....  ... (ANSWER A)
- No.....  ... (GO TO Q. 16)

**IF YES:**

A. Was this a job you were already working on before you left school?  
(MARK ONE)

- Yes .....
- No.....

16. Do you plan to go back to school eventually to get a diploma or to take a high school equivalency test or GED? (MARK ONE)

- Yes, plan to go back to school .....
- Yes, plan to take high school equivalency test .....
- No.....
- No, already have GED or equivalent.....
- Other (WRITE IN) \_\_\_\_\_

17. On the whole, do you feel that leaving school was a good decision for you?  
(MARK ONE)

- Yes.....  ... (ANSWER A)
- No.....  ... (ANSWER A)
- Don't know.....  ... (GO TO Q. 18)

**IF YES OR NO:**

A. Why do you say that? (PLEASE DESCRIBE IN SPACE PROVIDED)

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23. Whether or not you already have a job, were you looking for a job last week?  
(MARK ONE)

Yes.....  ... (ANSWER A)  
No.....  ... (GO TO Q. 24)

A. What have you been doing in the last week to find a job?  
(MARK ALL THAT APPLY)

- a. Nothing.....
- b. Checked with:
  - 1. State employment agency.....
  - 2. Private employment agency.....
  - 3. Military recruiter.....
  - 4. Employer directly.....
  - 5. Friends or relatives.....
- c. Placed or answered ads.....
- d. Looked in the newspaper.....
- e. School employment service.....
- f. Other (WRITE IN).....

24. When was the most recent time you worked for pay, not counting work around the house? (MARK ONE)

- Never worked for pay.....  ... (SKIP TO Q. 36)
- Last week.....
- Within the past month, but not last week.....
- Within the past 3 months.....
- Since school started last fall.....
- Last summer.....
- Before last summer.....

25. When did you start your present or most recent job?  
(MARK OVALS FOR MONTH AND YEAR)

Month			Year	
January..... <input type="radio"/>	May..... <input type="radio"/>	September..... <input type="radio"/>	1976 or before..... <input type="radio"/>	1980..... <input type="radio"/>
February..... <input type="radio"/>	June..... <input type="radio"/>	October..... <input type="radio"/>	1977..... <input type="radio"/>	1981..... <input type="radio"/>
March..... <input type="radio"/>	July..... <input type="radio"/>	November..... <input type="radio"/>	1978..... <input type="radio"/>	1982..... <input type="radio"/>
April..... <input type="radio"/>	August..... <input type="radio"/>	December..... <input type="radio"/>	1979..... <input type="radio"/>	

26. What kind of work do or did you do for pay on your current or most recent job?  
(PLEASE DESCRIBE IN SPACE PROVIDED)

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31. How many hours do or did you work a week on your current or most recent job?  
(MARK ONE)

- 1-4 hours per week .....
- 5-14 hours per week .....
- 15-21 hours per week .....
- 22-29 hours per week .....
- 30-34 hours per week .....
- 35-40 hours per week .....
- 41 hours or more per week .....

32. How much do or did you earn per hour on that job (your current or most recent job)?  
(MARK ONE)

- Less than \$2.00 per hour .....
- \$2.00 to \$2.49 .....
- \$2.50 to \$2.89 .....
- \$2.90 to \$3.34 .....
- \$3.35 to \$3.89 .....
- \$3.90 to \$4.49 .....
- \$4.50 to \$4.99 .....
- \$5.00 to \$5.49 .....
- \$5.50 to \$5.99 .....
- \$6.00 to \$6.49 .....
- \$6.50 to \$6.99 .....
- \$7.00 to \$7.49 .....
- \$7.50 or more .....

33. How do you usually spend the money that you earn?  
(MARK ONE OVAL FOR EACH LINE)

How much do you <u>usually</u> ...	<u>None</u>	<u>A little</u>	<u>About half</u>	<u>Most</u>
a. use for living expenses? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. use to buy or do things—to go out on dates, buy clothes, etc.? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. use for car expenses, car loans, to buy gasoline? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. save to use for school or vocational training? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. save for another purpose? (WHAT IS THAT? WRITE IN: _____) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. give to your family to help support the household? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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36. Continued.

**D. How long is or was this program scheduled to last? (MARK ONE)**

- Less than one month.....
- One to five months.....
- Six to eleven months.....
- One year or more.....

**E. When did you first enroll in the program?  
(MARK OVALS FOR MONTH AND YEAR)**

Month			Year
January..... <input type="radio"/>	May..... <input type="radio"/>	September..... <input type="radio"/>	1980..... <input type="radio"/>
February..... <input type="radio"/>	June..... <input type="radio"/>	October..... <input type="radio"/>	1981..... <input type="radio"/>
March..... <input type="radio"/>	July..... <input type="radio"/>	November..... <input type="radio"/>	1982..... <input type="radio"/>
April..... <input type="radio"/>	August..... <input type="radio"/>	December..... <input type="radio"/>	

**F. Have you completed this program? (MARK ONE)**

- Yes.....  ... (ANSWER G)
- No, left without completing.....  ... (ANSWER G)
- No, still enrolled.....  ... (GO TO Q. 37)

**G. If you are no longer in the program, when did you leave the program?  
(MARK OVALS FOR MONTH AND YEAR)**

Month			Year
January..... <input type="radio"/>	May..... <input type="radio"/>	September..... <input type="radio"/>	1980..... <input type="radio"/>
February..... <input type="radio"/>	June..... <input type="radio"/>	October..... <input type="radio"/>	1981..... <input type="radio"/>
March..... <input type="radio"/>	July..... <input type="radio"/>	November..... <input type="radio"/>	1982..... <input type="radio"/>
April..... <input type="radio"/>	August..... <input type="radio"/>	December..... <input type="radio"/>	

**37. Between the time you left high school and the end of February 1982, have you participated in any course or program of academic tutoring, or remedial courses in summer school, college or other educational institution? (MARK ONE)**

- Yes, I have participated.....
- No, I have not participated in such a program.....

**38. Since leaving high school, have you enrolled in an educational institution, such as vocational or trade school, or a college? (MARK ALL THAT APPLY)**

- a. No.....  ... (SKIP TO Q. 40)
- b. Yes, a vocational, trade, or business school.....
- c. Yes, junior or community college.....
- d. Yes, regular four-year college or university.....
- e. Other (DESCRIBE).....

\_\_\_\_\_

43. Since leaving high school, have you tried to enlist into any branch of the Armed Forces? (MARK ONE)

- Yes .....
- No, but I plan to try to enlist soon.....
- No, and I don't plan to enlist.....

44. Since leaving high school, have you served in the regular Armed Forces, a Reserve, National Guard Unit or the ROTC? (MARK ONE)

- Yes, active duty.....  (ANSWER A-J)
- Yes, National Guard, Reserves or ROTC, but not active duty.....  (GO TO Q. 45)
- No.....  (GO TO Q. 45)

A. In which branch of the Armed Forces did you serve? (MARK ONE)

- Army.....
- Navy.....
- Air Force.....
- Marine Corps.....
- Coast Guard.....
- National Guard or Reserves?.....
- ROTC.....

B. When did you begin active duty? (MARK OVALS FOR MONTH AND YEAR)

Month			Year
January..... <input type="radio"/>	May..... <input type="radio"/>	September..... <input type="radio"/>	1980..... <input type="radio"/>
February..... <input type="radio"/>	June..... <input type="radio"/>	October..... <input type="radio"/>	1981..... <input type="radio"/>
March..... <input type="radio"/>	July..... <input type="radio"/>	November..... <input type="radio"/>	1982..... <input type="radio"/>
April..... <input type="radio"/>	August..... <input type="radio"/>	December..... <input type="radio"/>	

C. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces? (MARK ONE)

- Yes.....  (GO TO D)
- No.....  (SKIP TO E)

D. What is the name of the specialized schooling program in which you spent the longest period of time? (PLEASE PRINT AND DO NOT ABBREVIATE)

Name of program: \_\_\_\_\_

Office	<input type="radio"/>
Use	<input type="radio"/>
Only	<input type="radio"/>

E. Specify your current primary military specialty code (Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC).

(PLEASE PRINT AND USE STANDARD ABBREVIATIONS)

Name of specialty and code: \_\_\_\_\_

Office	<input type="radio"/>
Use	<input type="radio"/>
Only	<input type="radio"/>

45. Write in here the name of the job or occupation that you expect or plan to have when you are 30 years old. Even if you are not at all sure, write in your best guess.

(WRITE IN) \_\_\_\_\_

A. Which of the categories below comes closest to describing that job?  
(MARK ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent.....
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter.....
- FARMER, FARM MANAGER.....
- HOMEMAKER (without other job).....
- LABORER such as construction worker, car washer, sanitary worker, farm laborer.....
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official.....
- MILITARY such as career officer, enlisted man or woman in the Armed Forces.....
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver.....
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher.....
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher.....
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner.....
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter.....
- SALES such as salesperson, advertising or insurance agent, real estate broker.....
- SCHOOL TEACHER such as elementary or secondary.....
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, waitress.....
- TECHNICAL such as draftsman, medical or dental technician, computer programmer.....
- NOT WORKING.....

46. How important was each of the following factors in determining the kind of work you plan to be doing for most of your life? (MARK ONE OVAL FOR EACH LINE)

- |  | Not<br>important      | Somewhat<br>important | Very<br>important     |
|--|-----------------------|-----------------------|-----------------------|
| a. Previous work experience in the area.....               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Good income to start or within a few years.....         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Job security and permanence.....                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Work that seems important and interesting to me.....    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Freedom to make my own decisions.....                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Meeting and working with sociable, friendly people..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

49. Please describe below the job most recently held by your mother (stepmother or female guardian), even if she is not working at present.

(WRITE IN) \_\_\_\_\_

A. Which of the categories below comes closest to describing that job?  
(MARK ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .....
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter.....
- FARMER, FARM MANAGER.....
- HOMEMAKER (without other job).....
- LABORER such as construction worker, car washer, sanitary worker, farm laborer.....
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official.....
- MILITARY such as career officer, enlisted woman in the Armed Forces.....
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver.....
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actress, athlete, politician, but not including school teacher.....
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher.....
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner.....
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter.....
- SALES such as salesperson, advertising or insurance agent, real estate broker.....
- SCHOOL TEACHER such as elementary or secondary.....
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter.....
- TECHNICAL such as draftsman, medical or dental technician, computer programmer.....
- Never worked.....
- Don't know.....

50. What was the highest level of education your father (stepfather or male guardian) completed? (MARK ONE)

- Less than high school graduation.....
- High school graduation only.....
- Vocational, trade, or business school after high school.....
  - Less than two years.....
  - Two years or more.....
- College program.....
  - Less than two years of college.....
  - Two or more years of college (including two-year degree).....
  - Finished college (four- or five-year degree).....
  - Master's degree or equivalent.....
  - Ph.D., M.D., or other advanced professional degree.....
- Don't know.....

56. How many of your brothers and sisters will be in college next fall? (Please include stepbrothers and stepsisters if they live in your parents' home.) (MARK ONE)

- I don't have any brothers or sisters .....
- None .....
- One.....
- Two or more .....

57. How many of your brothers and sisters will be in high school next fall? (Please include stepbrothers and stepsisters if they live in your parents' home.) (MARK ONE)

- I don't have any brothers or sisters .....
- None .....
- One.....
- Two or more .....

58. What was your marital status the first week of February 1982? (MARK ONE)

- Never married.....  (SKIP TO Q. 63)
- Divorced .....  (SKIP TO Q. 62)
- Widowed.....  (SKIP TO Q. 62)
- Separated.....  (SKIP TO Q. 62)
- Married.....  (GO TO Q. 59)

59. What was your husband or wife doing the first week of February 1982? (MARK ALL THAT APPLY)

- He/she was working for pay at a full-time or part-time job.....
- Enrolled in graduate or professional school .....
- Taking academic courses at a two- or four-year college .....
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school).....
- On active duty in the Armed Forces (or service academy) .....
- Homemaker (without other job).....
- Temporary layoff from work, looking for work, or waiting to report to work .....
- Other (DESCRIBE) \_\_\_\_\_



62. Continued.

	(1) Current or most recent marriage	(2) Previous marriage	(3) Previous marriage
<b>C. How did this marriage end? (MARK ONE OVAL)</b>	Separation.....○ Divorce or annulment.....○ Death.....○	Divorce or annulment.....○ Death.....○	Divorce or annulment.....○ Death.....○

**IF SEPARATED, ANSWER D:**

<b>D. When did you stop living together with your spouse? (MARK OVALS FOR MONTH AND YEAR)</b>	Month			Year
	January.....○	May.....○	September.....○	1978 or before.....○
February.....○	June.....○	October.....○	1979.....○	
March.....○	July.....○	November.....○	1980.....○	
April.....○	August.....○	December.....○	1981.....○	

63. How many children, altogether, do you eventually expect to have? (MARK ONE)

- None.....○
- One.....○
- Two.....○
- Three.....○
- Four.....○
- Five.....○
- Six or more.....○

64. Did you have any children (including adopted, foster-care, and stepchildren) as of the first week of February 1982? (MARK ONE)

- Yes.....○ (ANSWER A)
- No.....○ (SKIP TO Q. 67)

**A. How many children (including adopted, foster-care, and stepchildren) did you have as of the first week of February 1982? (MARK ONE)**

- One.....○
- Two.....○
- Three.....○
- Four.....○
- Five.....○
- Six or more.....○

66. How many of your children (including adopted, step or foster-care children) lived in your household as of the first week of February 1982? (MARK ONE)

- None .....
- One .....
- Two .....
- Three .....
- Four .....
- Five .....
- Six or more .....

67. Not including yourself, how many persons were dependent upon you for more than one-half of their financial support in the first week of February 1982? (MARK ONE)

- None .....
- One .....
- Two .....
- Three .....
- Four .....
- Five .....
- Six or more .....

68. In the first week of February 1982, were you dependent upon others such as your parents, spouse, or any other relatives or friends for more than one-half of your financial support? (MARK ONE)

- Yes, primarily upon my parents .....
- Yes, primarily upon my spouse .....
- Yes, primarily upon other relatives or friends .....
- No .....

69. As of the first week of February 1982, did you own a house, apartment, co-op, condominium or mobile home? (MARK ONE)

- Yes .....
- No .....

71. At what age do you expect to ... (MARK ONE OVAL FOR EACH LINE)

	Don't expect to do this	Have already done this	Age in years:																
			Under 18	18	19	20	21	22	23	24	25	26	27	28	29	30 or more			
a. Get married?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have your first child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Start your first regular (not summer) job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Live in your own home or apartment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Finish your full-time education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

72. This year how often have you done the following things either in or out of school? (MARK ONE OVAL FOR EACH LINE)

	Never	Once	A few times	Often
a. Spoken before an audience of 50 or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Helped plan for a large social event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Explained or defended a position on an issue of some importance before a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked with a group on a project with little adult supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Headed group problem-solving discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Chaired a meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

73. Are the following statements about yourself true or false? (MARK ONE OVAL FOR EACH LINE)

	True	False
a. I have been in serious trouble with the law	<input type="radio"/>	<input type="radio"/>
b. I am overweight	<input type="radio"/>	<input type="radio"/>
c. Others think of me as physically unattractive	<input type="radio"/>	<input type="radio"/>
d. I like to work hard in school	<input type="radio"/>	<input type="radio"/>
e. I enjoy working for pay	<input type="radio"/>	<input type="radio"/>
f. I will be disappointed if I don't graduate from college	<input type="radio"/>	<input type="radio"/>

74. How often do you spend time on the following activities? (MARK ONE OVAL FOR EACH LINE)

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost every day
a. Spending time talking with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Reading for leisure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Going out on dates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Just driving or riding around (alone or with friends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Thinking or daydreaming alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Talking with your mother or father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Reading the front page of the newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS 78 THROUGH 81 ARE STRICTLY VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

78. On how many occasions (if any) have you used HASHISH (hash) or MARIJUANA (grass, pot, dope) ...? (MARK ONE OVAL FOR EACH LINE)

- |   | 0<br>times            | 1-2<br>times          | 3-5<br>times          | 6-9<br>times          | 10-19<br>times        | 20-48<br>times        | 49<br>or more         |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. In your lifetime .....                       | <input type="radio"/> |
| b. During the last 12<br>months .....           | <input type="radio"/> |
| c. During the last 30<br>days .....             | <input type="radio"/> |
| d. During your last year<br>of high school..... | <input type="radio"/> |

79. How frequently (if at all) have you smoked cigarettes during the past thirty days? (MARK ONE)

- Not at all.....
- Less than 5 cigarettes per day.....
- About one-half pack per day.....
- About one pack per day.....
- About one and one-half packs per day.....
- Two packs of cigarettes or more per day.....

80. On how many occasions (if any) have you had alcohol to drink (beer, wine, liquor) during the past thirty days? (MARK ONE)

- Did not have alcoholic drink in the last thirty days.....
- On one or two occasions.....
- On three to five occasions.....
- On six to nine occasions.....
- On ten to nineteen occasions.....
- On twenty occasions or more.....

81. In the last thirty days, how many drinks did you usually have in a row? (MARK ONE)

- Did not drink.....
- Usually had only one drink.....
- Usually had two drinks in a row.....
- Usually had three or four drinks in a row.....
- Usually had five or more drinks in a row.....



INFORMATION FOR FUTURE FOLLOW-UP

PRINT name, address, and the telephone number where you can most usually be reached during the coming year.

YOUR NAME: \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ AREA CODE \_\_\_\_\_ NUMBER \_\_\_\_\_  
 CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ COUNTY: \_\_\_\_\_ ZIP \_\_\_\_\_

PRINT the name, address, and telephone number of your parents.

PARENT'S NAME: \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ AREA CODE \_\_\_\_\_ NUMBER \_\_\_\_\_  
 CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP \_\_\_\_\_

PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year (List no more than one person who now lives with you.)

NAME: \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ AREA CODE \_\_\_\_\_ NUMBER \_\_\_\_\_  
 CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP \_\_\_\_\_

NAME: \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_ AREA CODE \_\_\_\_\_ NUMBER \_\_\_\_\_  
 CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP \_\_\_\_\_

PRINT spouse's full name (if you are married).

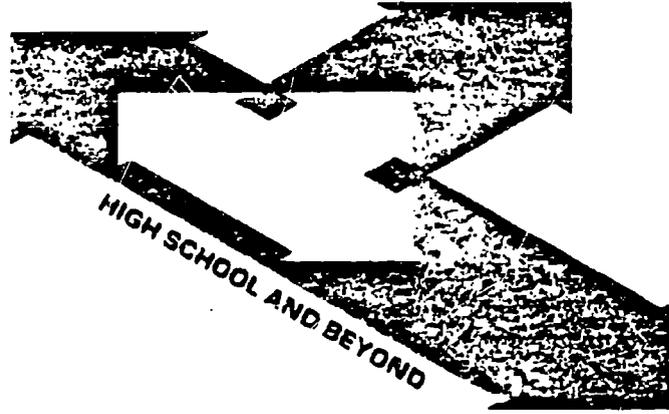
SPOUSE'S FULL NAME: \_\_\_\_\_

Please give the following information about yourself.

- (a) Date of birth \_\_\_\_\_ (month) \_\_\_\_\_ (day) \_\_\_\_\_ (year)
- (b) Sex: (Mark one)  
 Male.....   
 Female.....
- (c) Driver's License No. \_\_\_\_\_ State \_\_\_\_\_
- (d) When did you complete this questionnaire? \_\_\_\_\_ (month) \_\_\_\_\_ (day) \_\_\_\_\_ (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE HIGH SCHOOL AND BEYOND STUDY



## TRANSFER STUDENT SUPPLEMENT TO FIRST FOLLOW-UP QUESTIONNAIRE

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Dear Participant:

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their goal is to prepare students for productive and meaningful roles in an increasingly complex and changing society.

---

ID #:     -  -

NAME

First \_\_\_\_\_

Last \_\_\_\_\_

Prepared for  
THE NATIONAL CENTER FOR EDUCATION STATISTICS

THE NATIONAL PINNACLES RESEARCH CENTER

PINACLES Form No. 100 - B Part 1

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

(MARK ONE)

What is the color of your eyes? (MARK ONE)

- Brown .....
- Blue.....
- Green .....
- Another color.....

If the color of your eyes is green, you would mark the oval to the right of "Green."

(MARK ALL THAT APPLY)

Last week, did you do any of the following? (MARK ALL THAT APPLY)

- a. See a play .....
- b. Go to a movie.....
- c. Attend a sporting event .....

If you went to a movie and attended a sporting event last week, you would mark the two ovals as shown.

(MARK ONE OVAL FOR EACH LINE)

Do you plan to do any of the following next week? (MARK ONE OVAL FOR EACH LINE)

- |                                    | Yes                              | Not sure                         | No                               |
|------------------------------------|----------------------------------|----------------------------------|----------------------------------|
| a. Visit a relative .....          | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| b. Go to a museum .....            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| c. Study at a friend's house ..... | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |

If you plan to study at a friend's house, do not plan to visit a relative, and are not sure about going to a museum next week, you would mark one oval on each line as shown.

(WRITE IN)

What is your favorite sport? (MARK ONE)

- Football .....
- Basketball .....
- Baseball .....
- Other (WRITE IN) Ice Hockey .....

If your favorite sport is ice hockey, you would mark the oval to the right of "Other" and write "Ice Hockey" on the line as shown.

This questionnaire is not a test. We hope you will answer every question, but you may skip any question you do not wish to answer.

THANK YOU FOR YOUR COOPERATION

T3. What is the name of the school you are now enrolled in? (WRITE IN)

NAME: \_\_\_\_\_

T4. What is the address of the school? (WRITE IN)

STREET ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

T5. When did you begin going to this school? (MARK ONE)

- During 10th grade.....
- Beginning or during 11th grade.....
- Beginning or during 12th grade.....

T6. Did you have to take an entrance exam or meet any special academic requirements to be able to attend your present school? (MARK ONE)

- Yes .....  (ANSWER A)
- No.....  (GO TO Q. T7)

A. **IF YES:** Please describe the entrance requirements.  
(WRITE IN)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Office Use Only	
DE	DE

T7. Is your high school a public school or private school? (MARK ONE)

- Public school .....
- Private school: religious  
(WHICH RELIGION?—WRITE IN) \_\_\_\_\_
- Private school: other .....

T12.

A. What is the lowest grade included at your school? (MARK ONE)

- Pre-Kindergarten
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

B. What is the highest grade (or year) at your school? (MARK ONE)

- 10
- 11
- 12

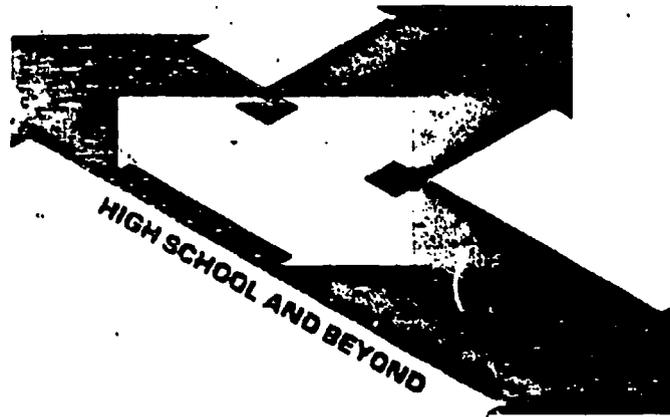
T13. As far as you know, which of these facilities are available at your school?  
(MARK ALL THAT APPLY)

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
Indoor lounge for students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career information center.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupational training center.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media production facilities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remedial reading and/or remedial mathematics laboratory .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject area resources center(s) other than central library.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental offices.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching resources center for teachers' use .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care or nursery school facility .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student cafeteria.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

NOW, PLEASE GO ON TO THE FIRST FOLLOW-UP QUESTIONNAIRE.

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## EARLY GRADUATE SUPPLEMENT TO FIRST FOLLOW-UP QUESTIONNAIRE

Dear Participant:

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their goal is to prepare students for productive and meaningful roles in an increasingly complex and changing society.

ID #:     -   -

NAME:

First \_\_\_\_\_

Last \_\_\_\_\_

Prepared for  
THE NATIONAL CENTER FOR EDUCATION STATISTICS  
by  
THE NATIONAL OPINION RESEARCH CENTER

EDUCATIONAL FORM NO. 2409-30B Part II

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

(MARK ONE)

What is the color of your eyes? (MARK ONE)

- Brown .....
- Blue .....
- Green .....
- Another color .....

If the color of your eyes is green, you would mark the oval to the right of "Green."

(MARK ALL THAT APPLY)

Last week, did you do any of the following? (MARK ALL THAT APPLY)

- a. See a play .....
- b. Go to a movie .....
- c. Attend a sporting event .....

If you went to a movie and attended a sporting event last week, you would mark the two ovals as shown.

(MARK ONE OVAL FOR EACH LINE)

Do you plan to do any of the following next week? (MARK ONE OVAL FOR EACH LINE)

- |                                    | <u>Yes</u>                       | <u>Not sure</u>                  | <u>No</u>                        |
|------------------------------------|----------------------------------|----------------------------------|----------------------------------|
| a. Visit a relative .....          | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| b. Go to a museum .....            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| c. Study at a friend's house ..... | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |

If you plan to study at a friend's house, do not plan to visit a relative, and are not sure about going to a museum next week, you would mark one oval on each line as shown.

(WRITE IN)

What is your favorite sport? (MARK ONE)

- Football .....
- Basketball .....
- Baseball .....

If your favorite sport is ice hockey, you would mark the oval to the right of "Other" and write "Ice Hockey" on the line as shown.

Other (WRITE IN) Ice Hockey

This questionnaire is not a test. We hope you will answer every question, but you may skip any question you do not wish to answer.

THANK YOU FOR YOUR COOPERATION



**WORK**

G8. Between the time you left high school and the end of February 1982, have you held a full-time or part-time job of any kind? (MARK ONE)

Yes .....  
No..... (PLEASE GO TO Q. G11)

G9. Please mark an oval for each month during which you worked (full- or part-time or were in the military) since you left high school.

<u>1980</u>	<u>1981</u>	<u>1982</u>
<input type="radio"/> June	<input type="radio"/> January	<input type="radio"/> July
<input type="radio"/> July	<input type="radio"/> February	<input type="radio"/> August
<input type="radio"/> August	<input type="radio"/> March	<input type="radio"/> September
<input type="radio"/> September	<input type="radio"/> April	<input type="radio"/> October
<input type="radio"/> October	<input type="radio"/> May	<input type="radio"/> November
<input type="radio"/> November	<input type="radio"/> June	<input type="radio"/> December
<input type="radio"/> December		

G10. Next we would like information about all of the jobs you have had since you left high school. We would also like to know about any periods of time you were looking for work between jobs that you held.

..... Please start with the first job you held after high school, even if it started while you were still in school. Answer questions 1 through 12 for that job in Column A. (pages 4 and 6). Then go on to the next job you held and answer the questions about that job in Column B, and so on.

..... If you HAD NO JOB after high school, go to Q. G11 on page 9.

..... BE SURE TO INCLUDE YOUR CURRENT JOB.

..... If you have been in MILITARY service, please consider that as one job.

..... If you had MORE THAN ONE JOB AT A TIME, please put them in separate columns.

..... If you have had TOO MANY JOBS TO FIT, please make sure to put your current or most recent job in Column E even if that means leaving out some jobs.

..... If you WOULD LIKE HELP WITH THESE QUESTIONS, please call us collect at area 312, 753-1486.

What is today's date? (MARK OVALS FOR MONTH AND DAY)

<u>Month</u>	<u>Day</u>
<input type="radio"/> February .....	<input type="radio"/> 1 thru 7 .....
<input type="radio"/> March.....	<input type="radio"/> 8 thru 14 .....
<input type="radio"/> April.....	<input type="radio"/> 15 thru 21 .....
<input type="radio"/> May.....	<input type="radio"/> 22 thru 31 .....
<input type="radio"/> June.....	





**SCHOOL**

G11. Between the time you left high school and the end of February 1982, have you enrolled in or did you take classes at any school such as college or university, graduate or professional school, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth? (Do not include Armed Forces training programs.)  
(MARK ONE)

Yes (GO TO Q. G12)

No (SKIP TO BOX ON PAGE 14)

G12. Please mark an oval for each month during which you were enrolled in or took classes in any school between the time you left high school and the end of February 1982.

1980	1981		1982
<input type="radio"/> June	<input type="radio"/> January	<input type="radio"/> July	<input type="radio"/> January
<input type="radio"/> July	<input type="radio"/> February	<input type="radio"/> August	<input type="radio"/> February
<input type="radio"/> August	<input type="radio"/> March	<input type="radio"/> September	
<input type="radio"/> September	<input type="radio"/> April	<input type="radio"/> October	
<input type="radio"/> October	<input type="radio"/> May	<input type="radio"/> November	
<input type="radio"/> November	<input type="radio"/> June	<input type="radio"/> December	
<input type="radio"/> December			

G13. Next we would like information about all of the schools you have gone to since you left high school. Please start with the first school you went to after high school. Answer questions A-K for that school in the first column (pages 10 and 12), then answer questions A-K for the second school in the next column and so on.

If you attended NO SCHOOLS after high school, go to box on page 14.

(BE SURE TO INCLUDE YOUR CURRENT SCHOOL.)

If you attended two schools at the same time, please put them in separate columns.

BEGIN ON NEXT PAGE.







IN-SCHOOL SURVEY OF THE SOPHOMORE COHORT OF 1980

Part II. School Questionnaire

BEGIN DK 1

Attach Label Here

State	District	Sample	School	C.D.

01-12/

All information which would permit identification of the individual school will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

Name of Respondent: \_\_\_\_\_

Title: \_\_\_\_\_

Date filled out: \_\_\_\_\_

Prepared for  
THE NATIONAL CENTER FOR EDUCATION STATISTICS  
by  
THE NATIONAL OPINION RESEARCH CENTER

1. As of October 1, 1981 (or the nearest date for which data are available), what was the total membership in grade 12 in your high school?

DECK 1

13-17/

2. To the best of your knowledge, about what percentage of the entire 1980-1981 graduating class is now enrolled in a regular two-year or four-year college?

\_\_\_\_\_ %

18-20/

3. To the best of your knowledge, about what percentage of the 1980-1981 graduating class went on to post-secondary education or training of some kind OTHER THAN A JUNIOR COLLEGE OR FOUR-YEAR COLLEGE (for example, beauty school, vocational-technical school, or business school)? Do not include military service.

\_\_\_\_\_ %

21-23/

4. To the best of your knowledge, about what percentage of the 1980-1981 graduating class went into military service? (IF NONE, WRITE "0")

\_\_\_\_\_ %

24-26/

5. Approximately what percentage of the class of 1982 graduated early (or left early with a diploma or equivalent)? (IF NONE, WRITE "0")

\_\_\_\_\_ %

27-29/

6. Please estimate the approximate percentage of students in the class of 1982 and in the class of 1983 who entered the 10th grade but have since dropped out. Do not include students who transfer to another school.

Class of 1982: \_\_\_\_\_ %

30-32/

Class of 1983: \_\_\_\_\_ %

33-35/



7. Does your school use homogeneous grouping (according to ability or achievement) for 12th grade students in English classes? (CIRCLE ONE)

Yes ..... (ANSWER A) ..... 1  
 No .....(GO TO Q. 8) ..... 2

DECK 1  
36/

A. IF YES: How many levels of homogeneous grouping does your school use for 12th grade students in English classes?

\_\_\_\_\_ levels

37-38/

8. About what percentage of the students who enter your school would you say need remedial or basic skills instruction in reading, English, or math?

\_\_\_\_\_ % in reading  
 \_\_\_\_\_ % in English  
 \_\_\_\_\_ % in math

39-41/  
42-44/  
45-47/

9. Are seniors required to pass a minimum competency (proficiency) test in order to receive a high school diploma? (CIRCLE ONE)

Yes ..... 1  
 No ..... 2

48/

10. In what grades is a minimum competency or proficiency test given to all students? (CIRCLE AS MANY NUMBERS AS APPLY)

School does not have such a test ..... 0  
 Grade 9 ..... 1  
 Grade 10 ..... 2  
 Grade 11 ..... 3  
 Grade 12 ..... 4  
 Given in different grades for different students ..... 5

49/  
50/  
51/  
52/  
53/  
54/

11. Does the school have a specific remedial program for students who fail the test? (CIRCLE ONE)

School does not have such a test ..... 0  
 Yes, specific remedial program ..... 1  
 No, no such program ..... 2

55/

12. In what year was this test first required in this school?

Year: 19

School does not have such a test ..... 90  
 Test not required ..... 91

56-57/



13. A. Please indicate whether or not your school currently offers each of the following to students. (CIRCLE ONE NUMBER ON EACH LINE)

DECK 1

	Offered	Not offered	
a. Credit by contract .....	1	2	58/
b. Travel for credit .....	3	4	59/
c. Off-campus work experience or occupational training for credit .....	1	2	60/
d. College Board Advanced Placement Courses ...	3	4	61/
e. Student exchange program .....	1	2	62/
f. Alternative school program .....	3	4	63/
g. Special program for pregnant girls or mothers .....	1	2	64/
h. Continuation school .....	3	4	65/
i. Program for the gifted or talented .....	1	2	66/
j. Bilingual program .....	3	4	67/
k. College-level courses given at your school .....	1	2	68/
l. College courses on a college or university campus .....	3	4	69/
m. Credit by examination .....	1	2	70/
n. Early graduation .....	3	4	71/
o. Early exit via examination (for diploma or equivalent) .....	1	2	72/
p. Remedial basic skills instruction .....	3	4	73/
q. Computer literacy courses or programs .....	1	2	74/
r. Instructional television program .....	3	4	75/

B. For each grade listed below, please indicate which of the following subjects are offered by your high school. (CIRCLE AS MANY NUMBERS AS APPLY)

BEGIN  
DECK 2

	10th Grade	11th Grade	12th Grade	Not offered in Grades 10-12	
English taught as a second language (either in English or in students' mother tongue) .....	1	2	3	4	13-16/
Students' mother tongue taught as a first language (other than English) .....	1	2	3	4	17-20/
Courses for language minority students in their group's culture or history .....	1	2	3	4	21-24/

14. For the time period January through March, 1982, about what percentage of 12th grade students will be engaged in programs (work experience, community service, college courses, or other courses) such that they are not physically present at your school full time?

Percent of 12th grade students: \_\_\_\_\_ %

25-27/

15. Are some students in your school served by an area vocational school where they may take vocational courses?

Yes ..... 1  
No ..... 2

28/

16. Does your school have a work-study program?

Yes ..... (ANSWER A-C) ..... 1  
No ..... (GO TO Q. 17) ..... 2

29/

IF YES:

A. Do you have off-campus, on-campus, or both kinds of work-study programs?

Off-campus only ..... (ANSWER B) ..... 1  
On-campus only ..... (ANSWER C) ..... 2  
Both off-campus and on-campus ..... (ANSWER B & C) ... 3

30/

B. What kinds of off-campus jobs are students placed in? (CIRCLE AS MANY AS APPLY)

Lawn work or odd jobs ..... 01  
Waiter, waitress, bus boy, or cook ..... 02  
Babysitting or child care ..... 03  
Farm or agricultural work ..... 04  
Factory work (unskilled or semi-skilled) .... 05  
Gas station, car wash, or auto repair work .. 06  
Skilled trade ..... 07  
Other manual labor (cleaning-related jobs, stock clerks, etc.) ..... 08  
Store clerk, salesperson, or cashier ..... 09  
Office or clerical ..... 10  
Hospital or health ..... 11  
Delivery jobs (newspapers, groceries, etc.) . 12  
Other (PLEASE DESCRIBE) ..... 13

31-32/  
33-34/  
35-36/  
37-38/  
39-40/  
41-42/  
43-44/  
45-46/  
47-48/  
49-50/  
51-52/  
53-54/  
55-56/

C. What kinds of on-campus jobs are students placed in? (CIRCLE AS MANY AS APPLY)

Cafeteria ..... 01  
Administration ..... 02  
Maintenance of building or property ..... 03  
Audiovisual ..... 04  
Tutoring, teaching aid, etc. .... 05  
Vocationally oriented jobs ..... 06  
Other (PLEASE DESCRIBE) ..... 07

57-58/  
59-60/  
61-62/  
63-64/  
65-66/  
67-68/  
69-70/

17. Please indicate whether or not this high school participates in each of the following federally assisted or financed programs. (CIRCLE ONE NUMBER ON EACH LINE)

BEGIN  
DECK 3

	School participates	School does not participate	
a. Upward Bound	1	2	13/
b. Talent Search	1	2	14/
c. Elementary and Secondary Education Act:			
1. Title I (Education of children of economically disadvantaged)	1	2	15/
2. Title IV-B (Library and learning resources)	1	2	16/
3. Title IV-C (Educational innovation and support)	1	2	17/
4. Title IV-D (Supplementary educational centers and services)	1	2	18/
5. Title VII (Bilingual education)	1	2	19/
6. Title IX (Ethnic heritage studies)	1	2	20/
d. Indian Education Act	1	2	21/
e. Emergency School Aid Act (desegregation assistance)	1	2	22/
f. School Assistance in Federally Affected Areas	1	2	23/
g. Comprehensive Employment and Training Act (CETA)	1	2	24/
h. Vocational Education Act of 1963:			
1. Consumer and Homemaking Education	1	2	25/
2. Vocational Education Basic Programs	1	2	26/
3. Vocational Education for persons with special needs	1	2	27/
4. Cooperative Vocational Education Program	1	2	28/
5. High School Vocational Education Work-Study Program	1	2	29/
i. Junior ROTC	1	2	30/

18. A. When was the last school bond issue or school tax increase referendum voted on in your school district? (Private school, please answer for the public school district in which your school is located.) (CIRCLE ONE)

DECK 3

- 1982 ..... 01
- 1981 ..... 02
- 1980 ..... 03
- 1979 ..... 04
- 1978 ..... 05
- 1977 ..... 06
- 1976 ..... 07
- 1975 ..... 08
- Between 1969 and 1974 ..... 09
- Before 1969 ..... 10
- Have not held bond referendum .. 11

31-32/

B. Did it pass? (CIRCLE ONE)

- Yes ..... 1
- No ..... 2
- Does not apply ..... 3

33/

19. A. Including funds from all sources, what is your school district's current average total per-pupil expenditure (excepting for capital outlay and debt service for the current school year)?

\$ \_\_\_\_\_ per pupil

34-37/

B. If the figure is available, what is the total per-pupil expenditure for your high school (excepting for capital outlay and debt service for the current school year)?

\$ \_\_\_\_\_ per pupil

38-41/

20. If a student doesn't come to school, how long is it before the school administration knows that he/she is absent?

DECK 3

- Less than one hour ..... 1
- 1-3 hours ..... 2
- 3-8 hours ..... 3
- More than 1 school day ..... 4

42/

21. If a student leaves school without permission, how long is it before the school administration knows that he/she is gone?

- Less than one hour ..... 1
- 1-3 hours ..... 2
- 3-8 hours ..... 3
- More than 1 school day ..... 4

43/

22. About what percentage of 12th grade students have been given out-of-school suspensions this year for disciplinary reasons?

\_\_\_\_\_ %

44-46/

23. Do you have a system of in-school suspension?

- Yes ... (PLEASE ANSWER A & B) ... 1
- No ..... (GO TO Q. 24) ..... 2

47/

IF YES:

A. Is that for students with disciplinary or academic problems, or both?

- Disciplinary ..... 1
- Academic ..... 2
- Both ..... 3
- Other (PLEASE DESCRIBE) ..... 4

48/

B. About what percentage of 12th grade students have been suspended in-school this school year?

Disciplinary in-school suspension: \_\_\_\_\_ %

49-51/

Academic in-school suspension: \_\_\_\_\_ %

52-54/

24. Are students sometimes put on probation for disciplinary or academic problems?

Yes ... (PLEASE ANSWER A & B) ... 1  
No ..... (GO TO Q. 25) ..... 2

55/

IF YES:

A. Is that for students with disciplinary or academic problems, or both?

Disciplinary ..... 1  
Academic ..... 2  
Both ..... 3  
Other (PLEASE DESCRIBE) ..... 4

56/

B. About what percentage of 12th grade students have been put on probation this school year?

Disciplinary probation: \_\_\_\_\_ %

57-59/

Academic probation: \_\_\_\_\_ %

60-62/

25. Are parents sometimes contacted when a student is having academic or discipline problems?

Yes ... (PLEASE ANSWER A & B) ... 1  
No ..... (GO TO Q. 26) ..... 2

63/

IF YES:

A. Is that for disciplinary or academic problems, or both?

Disciplinary ..... 1  
Academic ..... 2  
Both ..... 3  
Other (PLEASE DESCRIBE) ..... 4

64/

B. About what percentage of 12th grade students have had problems about which you have contacted parents this school year?

Disciplinary problems: \_\_\_\_\_ %

65-67/

Academic problems: \_\_\_\_\_ %

68-70/

26. Listed below are certain rules which some schools have. Please indicate whether or not each is enforced in your high school. (CIRCLE ONE NUMBER ON EACH LINE)

BEGIN  
DECK 4

	Yes	No	
a. School grounds closed to students at lunch .....	1	2	13/
b. Students responsible to the school for property damage .....	3	4	14/
c. Hall passes required .....	1	2	15/
d. "No smoking" rules .....	3	4	16/
e. Rules about student dress .....	1	2	17/
f. Student membership in secret societies prohibited .....	3	4	18/
g. Rules about display of affection between students .....	1	2	19/
h. Rules about materials to be brought to class .....	3	4	20/
i. Rules about leaving campus property at lunch .....	1	2	21/

27. About how many misbehaving students are referred to school administrators in a given week?

\_\_\_\_\_ number of students

22-24/

28. About what percentage of those receive some type of formal disciplinary action?

\_\_\_\_\_ % of referred students

25-27/

29. About what percentage of the teachers in this school would you say are very strict about discipline in their classrooms?

\_\_\_\_\_ %

28-30/

30. About what percentage would you say are very permissive about discipline in their classrooms?

\_\_\_\_\_ %

31-33/

31. Who determines, generally, what types of disciplinary action may be taken for certain offenses?

DECK 4

34-35/  
36-37/

32. Would you say school administrators have a lot, some, or very little discretion in determining the most appropriate disciplinary action?

- A lot ..... 1
- Some ..... 2
- Very little ..... 3

38/

33. How are school rules made known to students? (IF THEY ARE PRINTED OR PUBLISHED, PLEASE ATTACH A COPY OF THE RULES TO THIS QUESTIONNAIRE)

39-40/  
41-42/

34. When were the rules most recently revised?

MONTH		YEAR	

43-46/

35. Which of the following best describes the practices for enrollment of pupils to your high school? (CIRCLE ONE)

- All pupils in a particular geographic area (or district) attend this school ..... 01
- Pupils in this particular geographic area (or district) are generally enrolled in this school but transfers are frequently allowed ..... 02
- Pupils are enrolled in this school on the basis of an entrance test or another achievement criterion ... 03
- Pupils are enrolled from particular areas in order to achieve a desired racial or ethnic composition in the school ..... 04
- Other (PLEASE SPECIFY) \_\_\_\_\_ 05
- Private school, does not apply ..... 06

47-48/

36. To what degree is each of these matters a problem in your high school?  
(CIRCLE ONE NUMBER ON EACH LINE)

	Serious	Moderate	Minor	Not at all	
a. Student absenteeism	1	2	3	4	49/
b. Students' cutting classes	1	2	3	4	50/
c. Parents' lack of interest in students' progress	1	2	3	4	51/
d. Parents' lack of interest in school matters	1	2	3	4	52/
e. Teacher absenteeism	1	2	3	4	53/
f. Teachers' lack of commitment or motivation	1	2	3	4	54/
g. Robbery or theft	1	2	3	4	55/
h. Vandalism of school property	1	2	3	4	56/
i. Student use of drugs or alcohol	1	2	3	4	57/
j. Rape or attempted rape	1	2	3	4	58/
k. Student possession of weapons	1	2	3	4	59/
l. Verbal abuse of teachers	1	2	3	4	60/

37. Generally speaking, how often would you say that serious verbal confrontation occurs within your school among the groups listed below?  
(CIRCLE ONE NUMBER ON EACH LINE)

	Daily	At least once a week	At least once a month	Rarely or never	
a. Among students	1	2	3	4	61/
b. Among teachers	1	2	3	4	62/
c. Between teachers and students	1	2	3	4	63/
d. Between teachers and school administrators	1	2	3	4	64/
e. Between teachers and parents	1	2	3	4	65/
f. Between school administrators and parents	1	2	3	4	66/
g. Between school and central office staff or governing board	1	2	3	4	67/

38. Is there a waiting list to get into your school?

Yes ..... 1  
No ..... 2

BEGIN  
DECK 5

13/

39. Do students have to take an entrance examination or meet any special academic requirements to be admitted to your school?

Yes ..... (ANSWER A) ..... 1  
No ..... (ANSWER B) ..... 2

14/

A. IF YES: Please describe the entrance requirements.

15-16/  
17-18/

B. IF NO: Are there any other reasons for which you can reject or refuse students who wish to attend this school?  
(PLEASE DESCRIBE)

19-20/  
21-22/

40. How many courses (semester length) in the following subjects are students enrolled in a college preparatory program required to have for graduation?

Math \_\_\_\_\_  
Science \_\_\_\_\_  
Foreign language \_\_\_\_\_  
English/Language arts \_\_\_\_\_

23-24/  
25-26/  
27-28/  
29-30/

41. About what percentage of the 12th grade class transferred into this school during the 11th and 12th grades?

\_\_\_\_\_ % of 12th grade transferred into this school

31-33/

A. Of those who transferred in, about what percentage came from public high schools?

\_\_\_\_\_ % of transfers came from public schools

34-36/

42. Please indicate your impression of the importance attached to each of the following possible goals in this high school. (CIRCLE ONE NUMBER ON EACH LINE)

The high school should:

	Very Important	Important	Not Too Important	Not At All Important	
a. help students in their social development by stressing the ability to get along with and understand all people.	1	2	3	4	37/
b. prepare students to be good citizens.	1	2	3	4	38/
c. teach basic skills.	1	2	3	4	39/
d. help students make realistic plans for what they will be after graduation.	1	2	3	4	40/
e. develop students' abilities to solve problems and think critically.	1	2	3	4	41/
f. prepare students to be informed consumers.	1	2	3	4	42/
g. prepare students for further schooling—college, junior college, or technical school.	1	2	3	4	43/
h. help students gain an understanding of their own strengths and weaknesses.	1	2	3	4	44/
i. provide in-school training for various vocations.	1	2	3	4	45/
j. arrange out-of-school experiences in various vocations.	1	2	3	4	46/
k. give students a broad general educational background.	1	2	3	4	47/
l. prepare students to understand and deal with computers and other information technologies.	1	2	3	4	48/

WE APPRECIATE THE TIME AND EFFORT YOU HAVE TAKEN IN COMPLETING THIS QUESTIONNAIRE AND WANT TO THANK YOU FOR YOUR HELP.

APPENDIX B PRE-FIELD PERIOD CORRESPONDENCE

APPENDIX B.1: CORRESPONDENCE WITH SCHOOLS AND OTHER INSTITUTIONS

State Coordinator Letter

District Superintendent Letter

Principal Letter (to secure a commitment for the First-Follow-Up)

Catholic Dioceses Letter (to secure a commitment for the First Follow-Up)

School Coordinator Letter (four versions, asking for their assistance in assembling materials for the student sample selection)

Roster Update Form

School Coordinator Letter (sent with the school questionnaire) (

**HIGH SCHOOL AND BEYOND**

a national longitudinal study for the 1980s

NATIONAL OPINION RESEARCH CENTER • 5030 SOUTH ELLIS • CHICAGO, IL 60637 312/733-1486  
UNIVERSITY OF CHICAGO

September 10, 1981.

Dear State Coordinator:

I am writing to give you a progress report on High School and Beyond, the national longitudinal study of high school students commissioned by the National Center for Education Statistics, for which you graciously served as State Coordinator during the 1980 base-year survey. Enclosed you will find a copy of "A Capsule Description of High School Students" which presents an overview of the data collected. The public-use tapes are now available to all interested parties. Requests for these tapes should be directed to NCES-Statistical Information Office, Presidential Building, Room 205, 400 Maryland Avenue SW, Washington, D.C. 20202.

We are now planning the first follow-up survey for High School and Beyond and are asking you to serve again as State Coordinator. An important factor in the success of our base-year study was the excellent cooperation given at the state level. We hope that you will be able to assist us again.

Your function as State Coordinator would be the same as before, namely:

- To maintain liaison between the project and the State Department of Education.
- To assist the project staff with any survey-related problems that might arise which can be resolved only through actions of the State Department of Education.

Our planned activities in the schools have been streamlined to reduce school staff time as well as to minimize student time. They will consist of:

1. Updating the list of 1980 sophomores to indicate whether they are still enrolled at the school. Obtaining the latest known addresses for the 1980 sophomores who are not presently enrolled, and for some selected 1980 seniors.
2. Updating the School Questionnaire to reflect current data, such as present enrollment, present size of faculty, etc.

3. Obtaining survey data from those 1980 sophomores who are still enrolled in the sample school. These students will be asked to complete a self-administered questionnaire and achievement test battery. Project personnel will conduct this activity but we will request that a member of the school staff be present. In some instances, school personnel may be asked to assist in Survey Day and to conduct Make-Up Day activities for students unable to participate in Survey Day.

You will find enclosed a form and postage-paid envelope addressed to me. Please indicate on the form whether you will be able to serve again as State Coordinator. A copy of this letter is being forwarded to Commissioner Merle R. Bolton, your Chief State School Officer. We are using this format to reduce time and paperwork requirements for your Chief and for you.

Of course, if you or your Chief have any questions, please call me collect at (312) 753-1577.

We are looking forward to your continued valuable support during the First Follow-up phase of the study.

Sincerely,

*Fansayde N. Calloway*

(Mrs.) Fansayde N. Calloway  
Project Director

FNC/cl  
Encl.

**HIGH SCHOOL AND BEYOND**

a national longitudinal study for the 1980s

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NATIONAL OPINION RESEARCH CENTER • 6030 SOUTH ELLIS • CHICAGO, IL 60637 • 312/753-1486  
UNIVERSITY OF CHICAGO

September 24, 1981

Dear District Superintendent:

The purpose of this letter is to inform you of our plans for the first follow-up phase of the HIGH SCHOOL AND BEYOND survey, and to request your continued interest and cooperation. In 1980, base-year data were collected from a sample of over 58,000 students in all 50 states and the District of Columbia. Enclosed is a list of schools in your district which participated. As was stated in an earlier communication, follow-up surveys at approximately two-year intervals are planned for our 1980 sophomore respondents and for a subsample of our 1980 senior respondents.

We are pleased to state that our data collection procedures for the first follow-up have been streamlined with the result that the need for school staff time is reduced. Student time is also being held to a minimum.

Our planned activities are as follows:

First, we will mail to each school a list of their 1980 sophomore respondents and ask school authorities to indicate for each respondent whether he or she is still enrolled there, has transferred out, or for whatever reason is no longer enrolled. In some instances we may also ask the school to provide the latest address in their records for selected 1980 seniors.

Second, we will ask school officials to update the School Questionnaire data they provided in 1980 on such characteristics as enrollment size or faculty size.

Third, we will collect survey data from all of the original respondents who are still enrolled. These students will be asked to complete a self-administered questionnaire and achievement test battery. Approximately 2 1/2 to 3 hours of student time will be required. Where feasible, one school person will be requested to assist with the survey administration.

We will also ask the school to appoint a school coordinator who will assume responsibility for notifying the students and arranging for make-ups, etc.

Fourth, we will request a copy of the Master Teaching Schedule and a list of the course offerings.

If you wish further information about this phase of our study, please call your area representative, Susann Pelletier, collect at (312) 753-1175.

By this time you should have received a copy of "A Capsule Description of High School Students" which gives an overview of the data collected in the base-year survey. Public use data tapes are now available for all interested parties. Requests for the tapes should be directed to NCES-Statistical Information Office, Presidential Building, Room 205, 400 Maryland Avenue SW, Washington, D.C. 20202.

We are most appreciative of your past cooperation and look forward to this year's activities.

Sincerely,

*Fansayde N. Calloway*

(Mrs.) Fansayde N. Calloway  
Project Director

FNC/sp  
Encl.

UNRECORDED

# NORC

RESEARCH CENTER

National Opinion Research Center

6030 South Ellis Chicago, IL 60637 312/753-1300

University of Chicago

Norman M. Bradburn, Director

October 5, 1981

Principal  
(ADDRESS)  
(CITY, STATE ZIP)

Dear Principal:

In 1980, a sample of your sophomore and senior students participated in HIGH SCHOOL AND BEYOND, a national longitudinal survey commissioned by the National Center for Education Statistics. We are pleased to inform you that over 58,000 youths from all fifty states and the District of Columbia took part in the base-year study. And, as you may recall, we indicated at that time that follow-up surveys of these sophomores and of a subset of seniors would occur at approximately two-year intervals and over a period of ten years. We are asking for your cooperation again as we launch the first follow-up phase of the study.

Our planned activities in the schools have been streamlined to reduce school staff time, as well as to minimize student time. Following are the tasks to be accomplished:

- School Principal or Designate: Update the School Questionnaire to reflect current data, such as present enrollment, present size of faculty, etc.
- School Clerk or Other School Staff Person: Update the list of 1980 sophomores and of selected seniors provided by us, or are otherwise no longer enrolled at the school. Provide the latest known addresses for the 1980 sophomore students not presently enrolled and for certain of the 1980 senior students.
- Students in 1980 Sophomore Sample: Complete a self-administered questionnaire and achievement test battery (approximately 2½ to 3 hours). Our staff will conduct the survey at your school. We request that a member of the school staff be present during the survey administration. In some instances, school personnel may be asked to conduct make-up day activities for the students who are absent on survey day.
- Provide a copy of the Master Teaching Schedule as well as a description of course offerings.

We will call you within a few days to clear this request with you. At this time we will also ask that you assign someone to act as your liaison with us. If convenient, we will be pleased to continue working with the School Coordinator from the base-year survey.

By now you should have received a copy of "A Capsule Description of School Students" which gives an overview of the data collected in 1980. We hope you found it interesting.

Your cooperation and support in the past is most appreciated, and we look forward to visiting your school again.

Sincerely yours,

*Fansayde N. Calloway*

(Mrs.) Fansayde N. Calloway  
Project Director

FNC/cl

**HIGH SCHOOL AND BEYOND**

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 UNIVERSITY OF CHICAGO
 

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February 24, 1981

Associate Superintendent in  
 Charge of Schools  
 Diocese of

Dear Sister

I am writing you in the interest of the HIGH SCHOOL AND BEYOND survey. You may recall that in school year 1978-79, High School participated in the field testing of survey materials to be used in collecting data from a national sample of high school sophomore and senior students. Subsequently, in 1980, base-year data were collected from over 58,000 students in all 50 states and the District of Columbia. Our enclosed brochure, describing the original study, indicated that a follow-up of selected respondents would occur at approximately two-year intervals. The group in your school in whom we are interested at this time are those sophomores and seniors who were selected to participate in 1979.

This letter is to inform you about our plan to contact the school named above, and to outline the activities we wish to carry out at the school. (Please note that our need for school staff time has been radically streamlined, and student time has also been reduced to a minimum.)

First, we will send the list of former sophomores and seniors that were selected in the school sample in 1979 (36 at the maximum) to ascertain whether they are still enrolled there, have transferred out, or are otherwise no longer enrolled at the school. The school will be asked to provide the latest known addresses for the 1979 sophomore students not presently enrolled and for certain of the 1979 senior students.

Second, we will request that items on the School Questionnaire be updated, such as number of students enrolled, size of present faculty, and so forth.

Third, a survey day will be conducted by our personnel. A self-administered questionnaire and achievement test battery will be group-administered to those who are still enrolled in the sample school. Approximately 2½ to 3 hours student time is required. One school person should be present during the survey administration.

If you wish further information about the continuing phase of this study, please call me collect at Area Code (312) 753-1517.

I am pleased to report that HIGH SCHOOL AND BEYOND base-year data will be available very shortly from Dr. Jeffrey Owings, DMCS/LSB, National Center for Education Statistics, U.S. Department of Education, 400 Maryland Avenue, S.W., Presidential Building, Room 205, Washington, D.C. 20202.

Enclosed is the Newsletter circulated to students who participated in the base-year survey.

We are most appreciative of your cooperation and support.

Sincerely,

*Fansayde N. Calloway*

(Mrs.) Fansayde N. Calloway  
Project Director

FNC:tt  
Encl.

**HIGH SCHOOL AND BEYOND**

a national longitudinal study for the 1980s

NATIONAL OPINION RESEARCH CENTER • 6030 SOUTH ELLIS • CHICAGO, IL 60637 • 312/753-1488  
UNIVERSITY OF CHICAGO

November 2, 1981

Dear School Coordinator:

We wish to extend a warm welcome to those of you who have worked with us before, and to those who are new to this study. We are very grateful for your participation in the first follow-up phase of the HIGH SCHOOL AND BEYOND survey. The accompanying brochure explains the purposes behind this important research.

The tasks for which we need your help are not as numerous as those of School Coordinators in 1980. We have streamlined the responsibilities of the School Coordinators in an effort to reduce the burden placed on schools participating in the survey. However, your involvement is an integral part of the success of this research project.

We request your help in obtaining data from the 1980 sophomore cohort of HIGH SCHOOL AND BEYOND. These 1980 students are now presumably seniors attending your school, or are transfer students attending another school, or are young adults who have left school. We need to update our records on all members of the 1980 sophomore cohort. Enclosed you will find the 1980 Sophomore Update Roster. Please complete this roster for all of the 1980 sophomores listed. For those students who are not attending your school, please complete additional locating information. For those students who are enrolled, you need only circle "code 1: still enrolled." Please mail the first two copies of the completed roster back to us within two weeks and retain the last copy for your records. We have enclosed a postage paid envelope that you can use to return the materials we requested to our office.

We plan to administer questionnaires and tests to members of the 1980 sophomore cohort. The entire session will last 3 to 3½ hours. We would appreciate your confirming or establishing a date, place, and time for Survey Day. After plans have been finalized, we will call to obtain this information so that we can address and mail you the student invitations. When the invitations arrive, you are requested to distribute them to the students. We will also enclose a form that can be used to notify teachers about the survey. Shortly before Survey Day we will mail the questionnaires and test booklets to the school. We ask that your store these materials for us until Survey Day.

The survey will be conducted by NORC personnel. However, we would appreciate your presence in the room on Survey Day. Also, the NORC representative will plan to meet with you briefly before the survey to discuss procedures.

To summarize the above discussion, it is our expectation that you will serve as liaison between NORC and your high school in order to ensure a successful survey. Attached is a summary of the tasks to be performed and the person(s) responsible for them. If you have any questions, please call me collect at (312) 753-4516. Your Area Field Representative will contact you soon to make arrangements for Survey Day.

Sincerely,



Donald Kotecki  
Survey Coordinator

DK/vi  
Encl.

**HIGH SCHOOL AND BEYOND**

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NATIONAL OPINION RESEARCH CENTER • 6030 SOUTH ELLIS • CHICAGO, IL 60637 • 312/753-1486  
UNIVERSITY OF CHICAGO

November 2, 1981

Dear School Coordinator:

We wish to extend a warm welcome to those of you who have worked with us before, and to those who are new to this study. We are very grateful for your participation in the first follow-up phase of the HIGH SCHOOL AND BEYOND survey. The accompanying brochure explains the purposes behind this important research.

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We request your help in obtaining data from the 1980 sophomore and senior cohorts of HIGH SCHOOL AND BEYOND. These 1980 students are now presumably seniors attending your school, or are transfer students attending another school, or are young adults who have left school. We need to update our records on all members of the 1980 sophomore cohort as well as obtain information on certain 1980 senior cohort members. Enclosed you will find 1980 sophomore and senior update rosters. Please complete the sophomore roster for all of the 1980 sophomores listed. For those students who are not attending your school, please complete additional locating information. For those students who are enrolled, you need only circle "code 1: still enrolled." Additional locating information is requested only for those 1980 seniors whose names are listed. Please mail the first two copies of the completed 1980 Sophomore Update Roster (and the original Senior Update Roster) back to us within two weeks and retain the last copy for your records. We have enclosed a postage paid envelope that you can use to return the materials we requested to our office.

We plan to administer questionnaires and tests to members of the 1980 sophomore cohort. The entire session will last 3 to 3½ hours. We would appreciate your confirming or establishing a date, place, and time for Survey Day. After plans have been finalized, we will call to obtain this information so that we can address and mail you the student invitations. When the invitations arrive, you are requested to distribute them to the students. We will also enclose a form that can be used to notify teachers about the survey. Shortly before Survey Day we will mail the questionnaires and test booklets to the school. We ask that you store these materials for us until Survey Day.

The survey will be conducted by NORC personnel. However, we would appreciate your presence in the room on Survey Day. Also, the NORC representative will plan to meet you briefly before the survey to discuss procedures.

ENCLOSURE

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Sincerely,



Donald Kotecki  
Survey Coordinator

DK/vi  
Encl.

C



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

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UNIVERSITY OF CHICAGO

November 2, 1981

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The survey will be conducted by NORC personnel and you. We want the NORC representative to administer the questionnaire and you to administer the test. The NORC representative will plan to meet with you briefly before the survey to discuss procedures.

To summarize the above discussion, it is our expectation that you will serve as liaison between NORC and your high school in order to ensure a successful survey. Attached is a summary of the tasks to be performed and the person(s) responsible for them. If you have any questions, please call me collect at (312) 753-1516. Your Area Field Representative will contact you soon to make arrangements for Survey Day.

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Survey Coordinator

DK/vi  
Encl.

# HIGH SCHOOL AND BEYOND

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UNIVERSITY OF CHICAGO

November 2, 1981

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We request your help in obtaining data from the 1980 sophomore and senior cohorts of HIGH SCHOOL AND BEYOND. These 1980 students are now presumably seniors attending your school, or are transfer students attending another school, or are young adults who have left school. We need to update our records on all members of the 1980 sophomore cohort as well as obtain information on certain 1980 senior cohort members. Enclosed you will find 1980 sophomore and senior update rosters. Please complete the sophomore roster for all of the 1980 sophomores listed. For those students who are not attending your school, please complete additional locating information. For those students who are enrolled, you need only circle "code 1: still enrolled." Additional locating information is requested only for those 1980 seniors whose names are listed. Please mail the first two copies of the completed 1980 Sophomore Update Roster (and the original Senior Update Roster) back to us within two weeks and retain the last copy for your records. We have enclosed a postage paid envelope that you can use to return the materials we requested to our office.

We plan to administer questionnaires and tests to members of the 1980 sophomore cohort. The entire session will last 3 to 3½ hours. We would appreciate your confirming or establishing a date, place, and time for Survey Day. After plans have been finalized, we will call to obtain this information so that we can address and mail you the student invitations. When the invitations arrive, you are requested to distribute them to the students. We will also enclose a form that can be used to notify teachers about the survey. Shortly before Survey Day we will mail the questionnaires and test booklets to the school. We ask that you store these materials for us until Survey Day.

The survey will be conducted by NORC personnel and you. We want the NORC representative to administer the questionnaire and you to administer the test. The NORC representative will plan to meet with you briefly before the survey to discuss procedures.

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To summarize the above discussion, it is our expectation that you will serve as liaison between NORC and your high school in order to ensure a successful survey. Attached is a summary of the tasks to be performed and the person(s) responsible for them. If you have any questions, please call me collect at (312) 753-1516. Your Area Field Representative will contact you soon to make arrangements for Survey Day.

Sincerely,



Donald Kotecki  
Survey Coordinator

DK/vi  
Encl.

~~N.Y. STRATTON~~ ID: ~~NY STRATTON~~ - HENE  
SCHOOL ID :

SCHOOL :

PERSON FILLING OUT THIS FORM:

DATE:

# OF SAMPLED STUDENTS:

DEFINITIONS: STILL ENROLLED -- STUDENT CURRENTLY ENROLLED IN THIS SCHOOL (INCLUDE THOSE ILL OVER 20 DAYS IF EXPECTED TO RETURN)  
 TRANSFERRED -- STUDENT OFFICIALLY (TRANSFERRED FOR ENROLLMENT) IN ANOTHER SCHOOL (DO NOT INCLUDE COLLEGE ENROL. HERE)  
 DROPPED OUT -- STUDENT ABSENT 20 DAYS OR LONGER AND NOT EXPECTED TO RETURN  
 EARLY GRADUATE -- STUDENT WHO WILL GRADUATE BEFORE MARCH 1, 1982  
 OTHER -- PLEASE SPECIFY BELOW (E.G., DECEASED, INSTITUTIONALIZED, ETC.)

ID	IC	STUDENT'S NAME	STUDENT'S STATUS (PLEASE CIRCLE ONLY ONE)	PARENT'S NAME AND PHONE	LAST KNOWN ADDRESS	TRANSFER SCHOOL (FOR TRANSFER STUDENTS ONLY)
			1 STILL ENROLLED			
			2 TRANSFERRED	PARENT'S	STREET:	SCHOOL NAME:
			3 DROPPED OUT	NAME:		
			4 EARLY GRADUATE		CITY:	STREET:
			5 OTHER -	PHONE: ( )	STATE/ZIP:	CITY:
			6 SPECIFY:			STATE/ZIP:
			1 STILL ENROLLED			
			2 TRANSFERRED	PARENT'S	STREET:	SCHOOL NAME:
			3 DROPPED OUT	NAME:		
			4 EARLY GRADUATE		CITY:	STREET:
			5 OTHER -	PHONE: ( )	STATE/ZIP:	CITY:
			6 SPECIFY:			STATE/ZIP:
			1 STILL ENROLLED			
			2 TRANSFERRED	PARENT'S	STREET:	SCHOOL NAME:
			3 DROPPED OUT	NAME:		
			4 EARLY GRADUATE		CITY:	STREET:
			5 OTHER -	PHONE: ( )	STATE/ZIP:	CITY:
			6 SPECIFY:			STATE/ZIP:
			1 STILL ENROLLED			
			2 TRANSFERRED	PARENT'S	STREET:	SCHOOL NAME:
			3 DROPPED OUT	NAME:		
			4 EARLY GRADUATE		CITY:	STREET:
			5 OTHER -	PHONE: ( )	STATE/ZIP:	CITY:
			6 SPECIFY:			STATE/ZIP:

B.1-17





# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

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Sponsored by the National Center for Education Statistics, U.S. Department of Education

January 8, 1982

Dear School Coordinator:

We would like to thank you again for your participation in this phase of the High School and Beyond Survey. Your cooperation is making possible one of the most thoroughgoing and important data collection efforts ever undertaken with respect to America's youth population.

We have prepared a new issue of the High School and Beyond Newsletter for the survey's student participants. We will be sending you copies for the students when we mail you the student invitations and other survey related material. You should receive these materials approximately two weeks before the scheduled Survey Day for your school.

Our local Survey Representative will be in touch with you approximately two weeks before the scheduled Survey Day. S/he will confirm that you have received the materials at that time.

Enclosed, please find the School Questionnaire, which collects current data on your school, such as present enrollment, present faculty size, etc. This form is an essential part of the data collection process. Please give this to the principal or someone s/he designates, and mail the completed questionnaire back to us in the enclosed postage paid envelope.

On Survey Day, your school's Survey Representative will ask you for a copy of your Master Teaching Schedule and a description of the course offerings. At that time, s/he can pick up the School Questionnaire if it has not yet been mailed back to us.

Later in the year, some of the schools in the High School and Beyond Sample will be contacted by mail to obtain transcripts for the 1980 sophomore cohort. If your school is sampled for this phase of the project, we hope you will be able to continue as our contact person.

If you have any questions, please feel free to call me collect at (312) 753-1515. I thank you again for your participation in this important study.

Sincerely,

Donald Kotecki  
Survey Coordinator

DK:mw

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Conducted by the National Opinion Research Center • University of Chicago • 6030 South Ellis • Chicago, IL 60637 • 312/753-1486

APPENDIX B.2: CORRESPONDENCE WITH STUDENTS

Locator Letter (to sampled students)

Newsletter Vol. 2 No. 1



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

Fall, 1981

## SUDDENLY.....IT'S TWO YEARS LATER

As we promised, we are staying in touch with you by sending you Volume 2 of the HIGH SCHOOL AND BEYOND Newsletter. The newsletter describes some of the results of the survey and gives you information about the future plan for HIGH SCHOOL AND BEYOND.

Since we last contacted you approximately 58,000 students from all 50 states and the District of Columbia have participated in the survey. Policymakers are now using these findings to improve the public and private educational systems.

We will be interviewing several thousand young adults about every two years for the next 8 to 10 years. The information we collect will make HIGH SCHOOL AND BEYOND one of the most comprehensive surveys ever conducted in our nation's history.

You can make a continuing contribution to the success of HIGH SCHOOL AND BEYOND. In early February we will mail you a questionnaire that will take about an hour to complete. We are eager to learn if your plans and expectations have been fulfilled, and whether they have changed during the last two years. We will enclose a check for \$5.00 with the questionnaire to show our appreciation for your time and cooperation.

We need to confirm your current address so we can deliver our questionnaire and check to you. Please tear off the form at the bottom of this letter, check the appropriate box, make any corrections and send it to us in the enclosed envelope.

Thank you again for helping us. Have a great year!

Sincerely,

ANTOINETTE DELK

Conducted by: National Opinion Research Center • 6030 South Ellis • Chicago, IL 60637 • 312/753-1486  
University of Chicago

**PLEASE DETACH THIS FORM AND RETURN IN THE POSTAGE-PAID ENVELOPE**

IS THE INFORMATION PRINTED ON THE BOTTOM OF THIS FORM CORRECT?  YES  NO CORRECT ANYTHING THAT IS WRONG:

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

TELEPHONE \_\_\_\_\_  
AREA CODE NUMBER

THIS PHONE IS LISTED IN THE PHONE BOOK UNDER THIS NAME \_\_\_\_\_

THANK YOU FOR YOUR COOPERATION. WE LOOK FORWARD TO WORKING WITH YOU AGAIN.

B. 2-2

# HIGH SCHOOL AND BEYOND

## Newsletter

Special Edition

Vol. 2, No. 1      National Opinion Research Center, Chicago Illinois 60637      Winter 1981

# "NEW WAVE" OF SURVEY NEEDS YOU

HIGH SCHOOL AND BEYOND is back. In the first year of the study more than 58,000 young men and women in over 1,000 of the nation's schools took part. This year the study will include many of those same people plus some of those who missed the chance to participate in the first year. The results of the First Follow-Up Survey will provide important new information about how resources can best be employed to improve the quality of high schools and postsecondary education.

### Something Old, Something New

The First Follow-Up Survey of HIGH SCHOOL AND BEYOND will look in many ways like the HIGH SCHOOL AND BEYOND of 1980. Many of the same people will participate, and many of the same topics will be covered. This "sameness" is essential to HIGH SCHOOL AND BEYOND because the purpose of the study is to see what happens to individuals and their plans over time.

But HIGH SCHOOL AND BEYOND is also new this year. We know, even before the study begins, that the lives of many of you have changed in important ways. The most obvious change is that the class of 1980 has put the "beyond" into HIGH SCHOOL AND BEYOND, while the class of 1982 is in a different place in the high school experience.

This will make a difference in the way the study is conducted this year. In 1980, all of the interviews and tests involved were conducted in the high schools attended by the participants. This year we will return to those schools for the students who still attend them, but we will also contact those of you who are no longer in high school, as well as those in different high schools.

That's the obvious difference. We know there is a lot more to learn about the lives of HIGH SCHOOL AND BEYOND participants. But we need your help. The information you provide about your personal experiences since 1980 and your plans for the future, will be useful in the effort to improve education and career opportunities for all young Americans.

## A Team EFFORT

HIGH SCHOOL AND BEYOND IS A TEAM EFFORT. It is part of the longitudinal studies program of the National Center for Education Statistics (NCES) and is being carried out by the National Opinion Research Center (NORC).

The National Center for Education Statistics is the federal agency mandated by Congress to report full and accurate statistics on education in the United States. HIGH SCHOOL AND BEYOND is only one of many studies sponsored by NCES. One of these studies, covering the high school class of 1972, is especially relevant to HIGH SCHOOL AND BEYOND. See *Forward and Back*, p. 2.

The National Opinion Research Center is located on the campus of the University of Chicago. It is a not-for-profit organization concerned with finding out what people think about the important issues of our time. Representatives of the National Opinion Research Center get this information by interviewing thousands of Americans each year.

### BUT NOT WITHOUT YOU

These two organizations make up part of the HIGH SCHOOL AND BEYOND team. Those of you who have participated in the study and those who will participate this year make up the rest. As a



member of the team you have a most important role in providing the information needed to answer questions like:

- What plans are the classes of 1980 and 1982 making for the future, and how do their actions compare with those plans?
- What sorts of problems are students, graduates, and those who have left school having, either in school or out?
- How are the members of the classes of 1980 and 1982 changing in how they view themselves and the world in which they live?

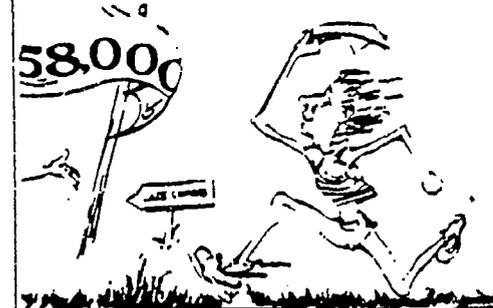
### IT'S NEVER TOO LATE

Even if you missed the first year of HIGH SCHOOL AND BEYOND, you can still get in on a good thing. You have another opportunity to represent the young people of this country. On the average, each of the persons selected for the study represents more than 100 individuals with similar characteristics across the country. The First Follow-Up Survey needs you.

*To those in the same school:* Please accept our invitation to join us on Survey Day this year.

*To those NOT in the same school:* Please send in your locating information so we can find you in time for this year's survey.

**Join Us**  
Your experiences, your plans, your attitudes—no one else can tell us about these things, no one else can see that these things are taken into account in this study. The picture won't be complete without you.



Participation in HIGH SCHOOL AND BEYOND is completely voluntary. But your help is needed to get a true picture of what today's young people are thinking about and planning for the future. As a participant you represent many other young people with similar characteristics from all over the country. It's a real opportunity to make your views and experiences count during the 1980s.

All information provided by participants in HIGH SCHOOL AND BEYOND is strictly confidential. No names will ever be published. Each person's responses are merged with those of the other participants. The resulting analyses are comparisons of groups, not individuals. For example, the high school experiences of those who attend schools in large cities can be compared with those of persons from rural areas. The privacy of all individuals is respected and protected.

## An International Experience

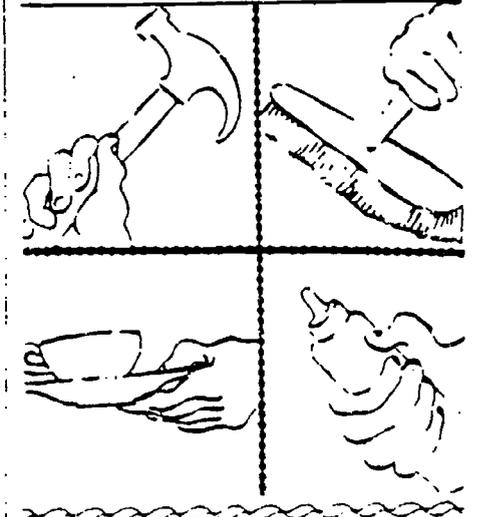
HIGH SCHOOL AND BEYOND participants have something in common with students in Japan—HIGH SCHOOL AND BEYOND! Last fall, the Japan Youth Research Institute in Tokyo conducted a Japanese version of the study with a questionnaire based on the one created for the original HIGH SCHOOL AND BEYOND. The director of the study in Japan has written to his American counterparts of his eagerness to compare the data from the two countries.

## All in a day's work

You are a hard-working group. The results from HIGH SCHOOL AND BEYOND tell the story: 52 percent of the 1980 sophomores and seniors were working, in both part-time and full-time jobs, at the time of the survey. Despite this high level of employment, however, it is clear that some high school students have encountered difficulties in finding jobs. Unemployment rates are particularly high for certain minority groups.

The jobs held by the working students covered quite a range: babysitter, odd-jober, store clerk, factory worker, waiter or waitress, skilled trades worker, and more. The highest paid students were involved in factory work, skilled trades and health-related jobs. Students who worked as babysitters received the lowest average hourly wage. In general, students expressed a strong desire to be employed and were often willing to accept low wages if necessary.

Another kind of work—homework—was a major activity for many students. Approximately 27 percent spent five hours or more a week on homework.

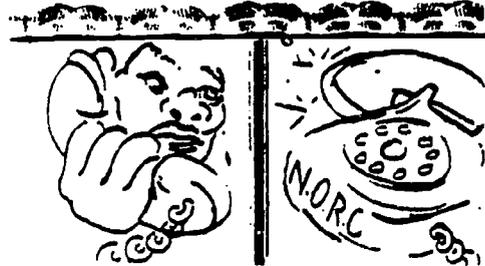


BEST COPY AVAILABLE

# Newsletter Page 2

## Parents participate too

During 1980, NORC sent questionnaires to a group of the parents of HIGH SCHOOL AND BEYOND students. More than 7,000 were invited to participate, and over 90 percent returned their questionnaires—more than twice as fast as we anticipated! HIGH SCHOOL AND BEYOND parents were so interested in responding to the questions about their children that they called NORC's office in Chicago to say such things as:



May I have another week to complete the questionnaire?

Normally I'm at work during the week, but today I'm home in bed sick. Can you answer a couple of questions for me so I can finish this today?

And I wasn't even just parents.

You sent a questionnaire to my nephew's parents, but they have left the country. Do you want me to forward it to them?

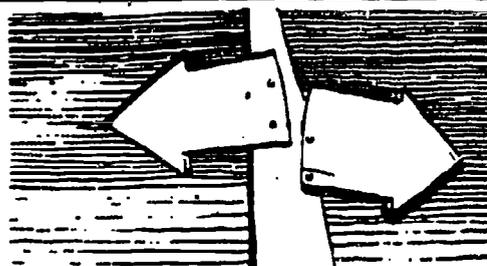
This tremendous response is strong evidence of parental interest in education and children. And the parents' answers—about their opinions on high school education, about their plans and hopes for their children, and about themselves—are an important part of HIGH SCHOOL AND BEYOND.

## SCHOOL: a good place to come to?

Many things make up the feeling or environment in a school. How much class-cutting, tardiness, and disorder there is can make a difference in how students feel about going to school and how easy it is for them to learn while there.

HIGH SCHOOL AND BEYOND asked both students and administrators about discipline and order in their schools. Some of the findings:

- Students who report that their parents almost always know where they are and what they are doing have much better conduct in school and are much less likely to be delinquent outside of school.
- Schools that assign more homework also have better-behaved student bodies.
- Almost all high schools enforce a rule that holds students liable for property damage at school. A large majority also enforce no-smoking rules and require students to carry hall passes. Sixty-nine percent more than 50 percent have dress codes.
- Students and administrators sometimes do not agree about what rules are enforced in a school.



## FORWARD and BACK

The First Follow-Up Survey of HIGH SCHOOL AND BEYOND will begin to make clear just how you—the classes of 1980 and 1982—are changing. But HS&B also makes it possible to look at change in a different way. The National Center for Education Statistics, the sponsor of HIGH SCHOOL AND BEYOND, sponsored another study of high school seniors in 1972.

Because the earlier study used questionnaires and tests similar to the ones you used on HIGH SCHOOL AND BEYOND, researchers can look at the difference nearly a decade makes. Here are some of the findings to date:

From 1972 to 1980 the proportion of students in academic programs declined and the proportion in general programs increased (both by 4 percentage points).

In 1972, more males than females were in academic programs (about 5 percentage points); in 1980, the two sexes were about equally represented in academic programs.

Seniors did less homework in 1980 than in 1972. The percentage who did five hours or more of homework a week went from 36 in 1972 to 25 in 1980.

Seniors' attitudes toward the conditions in their schools have changed. Evaluations of library facilities and teacher interest in students are up, evaluations of the condition of buildings and classrooms and of the quality of academic instruction are down.

In 1972, 30 percent of the seniors in the study thought that schools should emphasize academics more; in 1980, many more students—67 percent—thought so. The question is: Are schools emphasizing academics less or do students just want more?

In thinking about what's important in their lives and planning for their futures, the seniors of 1980 differ from those of 1972 again. For example, in 1980 more of the seniors saw "having lots of money" and "living close to parents and relatives" as very important, and fewer saw "working to correct social and economic inequalities" as important.

Changes in values are also reflected in the plans of college-bound seniors for areas of major study. Business ranked first among the majors planned in 1980, replacing the social sciences, the first choice among the seniors of 1972. Engineering moved up from sixth place in 1972 to second place in 1980. Women's interest in study in traditionally male areas such as agriculture and architecture has increased, including a dramatic rise in plans to study engineering (from 2 percent in 1972 to 15 percent in 1980).

## THE MASTER PLAN

High school students believe strongly in planning their lives. While their teachers and guidance counselors have some influence in students' plans, the influence of parents seems to be somewhat stronger for most people, and more students seem to pay attention to their mothers than their fathers when making plans.

A majority of the 1980 sophomores and seniors agreed with the statement "When I make plans I'm almost certain I can make them work," and a majority disagreed with the statement "Planning only makes a person unhappy since plans rarely ever work out anyway."

Most of the 1980 sophomores and seniors were more influenced by their families in planning their

careers than by school personnel: 78 percent said their fathers had had some degree of influence in their career plans, and 85 percent said this about their mothers. In general, mothers seemed to be the most influential persons in determining students' plans—43 percent said their mothers influenced their plans "a great deal," and 42 percent said their mothers influenced their plans "somewhat." In comparison, 41 percent said they were somewhat influenced by their fathers and only 35 percent said their fathers were greatly influential.

While 46 percent said guidance counselors played no role in deciding what they would do with their lives, more students—48 percent—said guidance counselors had influenced their plans either somewhat or a great deal. Teachers had slightly more influence than counselors: 56 percent of the students said teachers had influenced their career plans.

## An Important Message

Why bother? Because it matters.

When you talk, by participating in HIGH SCHOOL AND BEYOND, people listen.

The information that you provided in the first year of HIGH SCHOOL AND BEYOND has already been put to some important uses. Congress, education officials at all levels of government, and schools have shown an interest in the results of the study. These people, who are responsible for education in the United States, must have good information to do their jobs well. You have provided some of that information, and you have an opportunity to do so again. Your experiences in high school and after leaving high school will provide these people with up-to-date information to use in planning for your generation and the next.

It's already started to happen, and you may have seen some of the newspaper articles quoting HIGH SCHOOL AND BEYOND findings.

At several recent Congressional hearings information from HIGH SCHOOL AND BEYOND was used to answer some of the important questions asked.

Two conferences on the results of HS&B have been held in Washington. Several hundred people—scholars, administrators, legislators, journalists—attended these conferences to get informed about education in America today through the results of your study.

Many states and schools have written to NCEES, the sponsor of the study, to get information about the study to use in evaluation and planning.

Representatives from six of the largest states attended a conference about HIGH SCHOOL AND BEYOND to discuss ways of using the information you provided to improve education in their states.

All these people have power to influence the shape of American education. And you have helped to give them the power to do their jobs well.

## ★ Coming attractions ★

As in 1980, being a part of HIGH SCHOOL AND BEYOND will involve filling in answers on a questionnaire. The Class of 1982 will also take a test. The test, like many you have taken before, includes reading passages, vocabulary, and problems with numbers. Having test scores for two years will allow researchers to chart the educational progress of today's youth and relate the progress to school experiences.

The questionnaires, like the original ones, will ask about your experiences, attitudes, and plans. Some of the questions will be the same as in 1980. Your answers to these questions will allow researchers to see how things change (or remain the same) over time. Other questions will be new. These have been added to take into account the fact that you are two years older than when you last reported to us.

All together, it will be a very interesting picture. But it won't be complete without you. ★ ★ ★

APPENDIX C: FIELD PERIOD CORRESPONDENCE

APPENDIX C.1: 1980 SENIOR COHORT FIELD PERIOD CORRESPONDENCE

Cover Letter Accompanying Senior Questionnaire

Check Request Form

Just A Reminder...(postcard asking respondents to complete the questionnaire if they have not already done so and thanking them for their participation)



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

Spring, 1982

DEAR

We hope that you found the High School and Beyond Newsletter interesting and informative. As you know from reading the Newsletter, the information provided by the students who participated in the survey has been very useful to policymakers and researchers.

You and your classmates have now entered another important period in your lives, moving from high school to college, work or other new experiences. The First Follow-up of the High School and Beyond Survey has been designed to gather additional information about young people in this critical period.

You are one of the persons selected to represent the class of 1980 in the First Follow-up. By filling out and returning the enclosed questionnaire you can help us to learn from young people themselves what they are experiencing as young adults.

Please take a little time to let us know what you are doing now, what you have done in the past year or so, and what you plan to do in the future. Your participation is voluntary -- and very important. We can assure you that all of the information that you provide will be kept absolutely confidential. Your name is never published or reported in any way with your individual answers. If there are questions which you prefer not to answer, simply do not answer them.

Please return the completed questionnaire in the enclosed postpaid envelope within the next ten days, if possible. Please remember to fill out the locating information so that we can send you Volume III of the Newsletter.

We look forward to hearing from you.

Sincerely,

Antoinette Oelk  
Field Director

P.S. If you did not participate in High School and Beyond two years ago, we hope you will join the team this year. Your contribution is very important.

Conducted by the National Opinion Research Center • University of Chicago • 6030 South Ellis • Chicago, IL 60637 • 312/753-1488

## JUST A REMINDER...

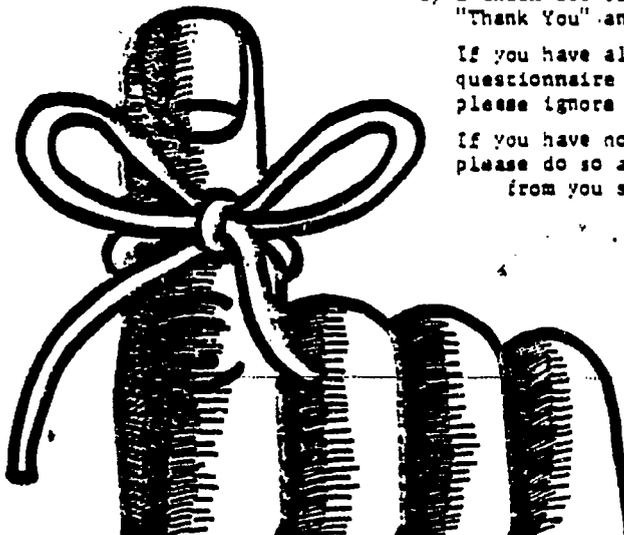
Recently we mailed you a questionnaire accompanied by a check for \$5.00. The check is our way of saying "Thank You" and "we need your help."

If you have already completed and mailed your questionnaire or have lost your questionnaire, please ignore this reminder.

If you have not completed your questionnaire yet, please do so and mail it today. We need to hear from you so that we can provide a continuing picture of the education and employment experiences of young Americans.

If you have any questions call (collect) Don Kotecki at (312) 753-1516.

HIGH SCHOOL AND BEYOND  
FIRST FOLLOW-UP SURVEY  
National Opinion  
Research Center  
6030 S. Ellis  
Chicago, IL 60637



## HIGH SCHOOL AND BEYOND

## CHECK REQUEST

As agreed over the telephone, we are again sending you materials and a questionnaire so that you can participate in the HIGH SCHOOL AND BEYOND study. We will send you a check when we receive your completed questionnaire. Please out the form below and enclose it with the completed questionnaire.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/STATE/ZIP \_\_\_\_\_

Thank you very much for your participation in the HIGH SCHOOL AND BEYOND survey. If you have any questions, please do not hesitate to call (collect) Don Kotecki, Survey Coordinator, at (312) 753-1516.

Office Use

ID NUMBER

CHECK NUMBER

National Opinion Research Center 6030 South Ellis Chicago, IL 60637 312 753-1300

1/82 - 4345 - 90

APPENDIX C.2: 1980 SOPHOMORE COHORT FIELD PERIOD CORRESPONDENCE

Notification to Teachers (giving them the names of the students selected to participate in the First Follow-Up)

Invitation to Students to Participate in the First Follow-Up (giving them the day, time and place where the survey would be held) .

Letters to Parents/Permission Forms (sent to parents only when a school requested they be sent)

We Missed You...(giving students day, time and place of the make-up session)

Check Request Form for Out of School Sophomores



The first follow-up survey of High School and Beyond will help to show how the classes of 1980 and 1982 are changing. The follow-up survey will also add to the information that was provided by high school students surveyed in 1972. Findings of these studies indicate:

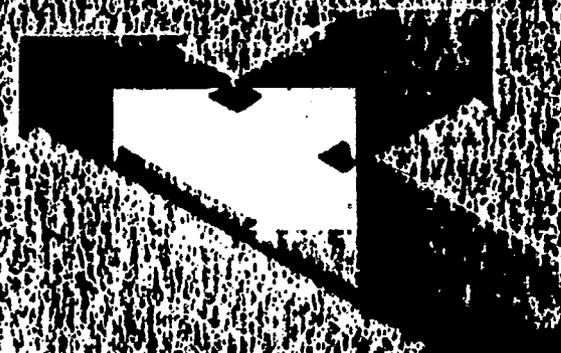
- More than half of the students surveyed in 1980 are working.
- Women's interest in traditionally male areas of study such as agriculture and architecture has increased since 1972.
- There were more students in 1980 who thought schools should emphasize academics than there were in 1972.
- Seniors did less homework in 1980 than in 1972.
- A large majority of high schools attended by those surveyed in 1980 required students to carry hall passes and enforced no-smoking rules.
- "Having lots of money" and "living close to parents and relatives" were very important to more students surveyed in 1980 than in 1972.
- Slightly more than 50 percent of the high schools attended by survey participants have dress codes.
- Business ranked first among the majors planned by college bound seniors in 1980. In 1972, more students planned majors in the social sciences.

The survey is being conducted by the National Opinion Research Center, University of Chicago.

Student's Name \_\_\_\_\_

You are invited to participate in the first follow-up phase of

# HIGH SCHOOL AND BEYOND



The National Survey is sponsored by the National Center for Education Statistics.

Please come and meet with us

PLACE \_\_\_\_\_

ON \_\_\_\_\_

TIME \_\_\_\_\_

C-2-2

**High School and Beyond**  
is a study about your future—  
your education and life work.

**High School and Beyond will...**

 find out what students are  
thinking today and what they  
expect to do in the future

 help planners design the best  
education programs possible

 improve career opportunities  
for young people



## How you can help

We need you to help us learn  
about the experiences and  
opinions of a sample of today's  
high school students.

This is your opportunity to help  
shape education policies of the  
future.

The information you provided in  
the first year of HIGH SCHOOL  
AND BEYOND has already been  
put to some important uses by  
Congress, education officials, and  
schools. You have provided  
information that helps those  
responsible for education in the  
United States to do their jobs  
well. Your experiences in high  
school and after leaving high  
school will provide additional up-  
to-date information to be used in  
planning for your generation and  
the next.



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

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Sponsored by the National Center for Education Statistics, U.S. Department of Education

Spring, 1982

Dear Parent or Guardian:

Your high school teenager is one of 58,000 students selected to take part in the First Follow-up of an important study which began in 1980. The purpose of the study, HIGH SCHOOL AND BEYOND, is to learn about the experiences of today's students and about their plans for the future. This research, sponsored by the National Center for Education Statistics, will help planners design the best educational programs possible, both now and in the future. And, since the results of the study will be available to state and local school districts as well, planners in your own area will have information about what is best for students there.

At school, during the regular school day, selected students will fill out questionnaires about their experiences, opinions, and plans. They will also take some short tests, just to help us to see how students are doing today. No one at the schools will know the questionnaire answers given by any student or the results of any individual student's tests. Over the next few years we will contact some of the students for follow-up interviews to find out what has happened to them since the first interview.

All of the information given by students will be kept confidential. The results from the study will be reported in statistical tables. The names of individual persons will never be associated with the information they provided. Taking part in the survey is completely voluntary, but it is important that every selected student participate if we are to have a true picture of what students across the country are thinking and planning.

If you would like more information about the survey, please call our Survey Coordinator, Don Kotecki, collect at 312-753-1516.

Sincerely,

Antoinette Delk  
Field Director  
HIGH SCHOOL AND BEYOND

AD/io



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

Spring, 1982

Dear Parent or Guardian:

Your high school teenager is one of 58,000 students selected to take part in the First Follow-up of an important study which began in 1980. The purpose of the study, HIGH SCHOOL AND BEYOND, is to learn about the experiences of today's students and about their plans for the future. This research, sponsored by the National Center for Education Statistics, will help planners design the best educational programs possible, both now and in the future. And, since the results of the study will be available to state and local school districts as well, planners in your own area will have information about what is best for students there.

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All of the information given by students will be kept confidential. The results from the study will be reported in statistical tables. The names of individual persons will never be associated with the information they provided. Taking part in the survey is completely voluntary, but it is important that every selected student participate if we are to have a true picture of what students across the country are thinking and planning.

Please read the enclosed form. If you wish to give permission for your child to participate, you need do nothing; we will assume that you give permission. If, after thinking it over, you decide that you do not want your child to participate, please return the enclosed form to the school within three days. But, if you are thinking about not giving your permission, we would like to hear from you about your reasons. Also, if you feel you need more information before deciding, please feel free to call. In either case, our Survey Coordinator, Don Kotecki, will be happy to talk with you; call him collect at 312-753-1516.

Sincerely,

Antoinette Delk  
Field Director  
HIGH SCHOOL AND BEYOND

AD/ic  
Enclosure

National Opinion Research Center  
University of Chicago

HIGH SCHOOL AND BEYOND PERMISSION FORM

I understand that the student named in your letter, has been chosen to take part in the First Follow-up of a nationwide survey of high school students called HIGH SCHOOL AND BEYOND.

I understand that ...

- . My child can choose not to be in the survey. (Most students enjoy answering the questions, but nothing at all happens to those who don't want to.)
- . The purpose of the survey is to learn what students think and plan to do after they leave high school, and some students will be surveyed again in about two years.
- . The names of the students in the survey will be kept private and completely separate from their answers.
- . The students' answers will all be added together and published as tables or charts.

I DO NOT grant permission for my daughter/son to take part in HIGH SCHOOL AND BEYOND.

\_\_\_\_\_  
Signature of Parent or Guardian

Parent's or Guardian's Name: \_\_\_\_\_  
Please Print

Date:

-  -

4345/1c



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

Spring, 1982

Dear Parent or Guardian:

Your high school teenager is one of 58,000 students selected to take part in the First Follow-up of an important study which began in 1980. The purpose of the study, HIGH SCHOOL AND BEYOND, is to learn about the experiences of today's students and about their plans for the future. This research, sponsored by the National Center for Education Statistics, will help planners design the best educational programs possible, both now and in the future. And, since the results of the study will be available to state and local school districts as well, planners in your own area will have information about what is best for students there.

At school, during the regular school day, selected students will fill out questionnaires about their experiences, opinions, and plans. They will also take some short tests, just to help us see how students are doing today. No one at the schools will know the questionnaire answers given by any student or the results of any individual student's tests. Over the next few years we will contact some of the students for follow-up interviews to find out what has happened to them since the first interview.

All of the information given by students will be kept confidential. The results from the study will be reported in statistical tables. The names of individual persons will never be associated with the information they provided. Taking part in the survey is completely voluntary, but it is important that every selected student participate if we are to have a true picture of what students across the country are thinking and planning.

Please read the enclosed form. If you wish to give permission for your child to participate, simply check the first box, sign your name, and return the form to the school within three days. If, after thinking it over, you decide that you do not want your child to participate, check the second box, sign your name, and return the form to the school within three days. But, if you are thinking about not giving your permission, we would like to hear from you about your reasons. Also, if you feel you need more information before deciding, please feel free to call. In either case, our Survey Coordinator, Don Kotecki, will be happy to talk with you; call him collect at 312-753-1516.

Sincerely,

Antoinette Delk  
Field Director  
HIGH SCHOOL AND BEYOND

AD/pc  
Enclosure

National Opinion Research Center  
University of Chicago

HIGH SCHOOL AND BEYOND PERMISSION FORM

I understand that the student named in your letter, has been chosen to take part in the First Follow-up of a nationwide survey of high school students called HIGH SCHOOL AND BEYOND.

I understand that ...

- My child can choose not to be in the survey. (Most students enjoy answering the questions, but nothing at all happens to those who don't want to.)
- The purpose of the survey is to learn what students think and plan to do after they leave high school, and some students will be surveyed again in about two years.
- The names of the students in the survey will be kept private and completely separate from their answers.
- The students' answers will all be added together and published as tables or charts.

I DO grant permission for my daughter/son to take part in HIGH SCHOOL AND BEYOND.

\_\_\_\_\_  
Signature of Parent or Guardian

I DO NOT grant permission for my daughter/son to take part in HIGH SCHOOL and BEYOND.

\_\_\_\_\_  
Signature of Parent or Guardian

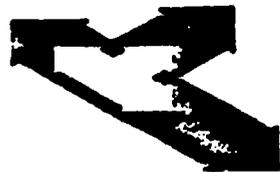
Parent's or Guardian's Name: \_\_\_\_\_

Please Print

Date:

-  -

4345/pc



**HIGH SCHOOL AND BEYOND**  
 a national longitudinal study for the 1980s  
 Sponsored by the National Center for Education Statistics,  
 U.S. Department of Education

To:

**We Missed You!**

We missed you on Survey Day.

The **FIRST FOLLOW-UP OF HIGH SCHOOL AND BEYOND** needs your continued support so that we can learn what today's high school students are thinking and doing.

By taking part in the survey you will be representing many other high school students across the country. Your participation, both in the past and in the future, provides administrators, policy-makers, and education researchers with the kind of information they need to plan better career and education programs for young people.

Another survey session will be held

Time:

Day:

Date:

Place:

Please make every effort to come. Your help is important to us.

For more information about the survey, call Don Kotacki collect at (312) 753-1516.

**High School and Beyond Survey**



**HIGH SCHOOL AND BEYOND 1980 SOPHOMORE RESPONDENT FEE CHECK REQUEST**

**We're Sorry!**

We were unable to have a preprinted check for you today. Please fill out this form, and we will send your check as soon as possible. Thank you for participating in High School and Beyond.

Please print Name \_\_\_\_\_  
Number and Street \_\_\_\_\_  
City, State, Zip \_\_\_\_\_  
Signature \_\_\_\_\_

**SURVEY REPRESENTATIVE USE**

Documents completed (circle): DO/Q TR/Q EG/Q SO/Q TST

Amount \$ \_\_\_\_\_ Respondent ID 

--	--	--	--	--	--	--	--	--	--

 Date 

--	--	--	--	--	--	--	--	--	--

INSTRUCTIONS: Give pink copy to respondent, send white copy to central office, and keep yellow copy for files.

**OFFICE USE**

Check Number 

--	--	--	--	--	--	--	--	--	--

 Date Mailed 

--	--	--	--	--	--	--	--	--	--

National Opinion Research Center 6030 South Ellis Chicago, IL 60637 312 753-1300

2/82 - 4345 - 91

**APPENDIX C.3: TRANSCRIPT SURVEY CORRESPONDENCE**

**Principal Letter (requesting transcripts)**

**Student Checklist**

**Reimbursement Voucher**



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

Fall 1982

Dear Principal:

The National Opinion Research Center at the University of Chicago has been selected to conduct an eight to ten year study, High School and Beyond, for the National Center for Education Statistics. High School and Beyond is a study of young people during the critical period of transition from high school to post-secondary education, work, and family formation. The study is designed to provide information of value for the development of future educational policy at the Federal, State, and local levels.

Approximately 58,000 students in 1,015 schools completed questionnaires and cognitive tests in 1980, the base year. A subsample of approximately 41,000 young people participated in the first follow-up in 1982. We are currently in the process of requesting transcripts for approximately 19,000 members of the class of 1982 nationwide. The Transcripts Study is an essential part of High School and Beyond because it will allow educational patterns to be analyzed using accurate administrative data rather than the youths' subjective memory of their education.

One or more of the students for whom we are requesting transcripts transferred to your school after the beginning of the study. We would like to have transcripts for these students as well as your school's course catalogue and course enrollments for academic year 1981-82, if available. Attached is a list of the items enclosed in this package, as well as instructions regarding their preparation and return. The tasks we are asking your school to perform are strictly clerical in nature; we would appreciate your assignment of an appropriate staff member to this project, for which you will be reimbursed upon request at the rate of \$1.50 per transcript.

We would appreciate the return of the transcripts and other materials by November 12, 1982. If you are unable to return the materials by that date, please return them as soon as possible so that we may meet our schedules. We thank you for your cooperation and assure you that all information collected in the study remains completely confidential; individual students cannot be identified since the results are presented only in statistical form. If you have any questions, please feel free to call me collect at (312) 962-8950, 9:00 a.m. - 5:00 p.m. Central Time.

Sincerely,

Shirley Knight  
Project Coordinator

SK:tr



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

Fall 1982

Dear Principal:

Earlier this year, a number of students from your school participated in High School and Beyond, a study being conducted for the National Center for Education Statistics by the National Opinion Research Center. As you know, an important part of High School and Beyond involves the collection of high school transcripts for some of the students participating in the study. We are currently in the process of requesting transcripts for approximately 19,000 members of the class of 1982 nationwide. The Transcripts Study is essential because it will allow educational patterns to be analyzed using accurate administrative data rather than the youths' subjective memory of their education.

During the survey period we obtained a variety of documents from schools participating in High School and Beyond (School Questionnaires, Course Enrollments, Course Offerings, and Course Catalogues). In addition to requesting transcripts at this time, we are also requesting any of these documents not yet received from your school.

Attached is a list of the items enclosed in this package, as well as instructions regarding their preparation and return. The tasks we are asking your school to perform are strictly clerical in nature; we would appreciate your assignment of an appropriate staff member to this project, for which you will be reimbursed upon request, at the rate of \$1.50 per transcript.

We would appreciate the return of the transcripts and other materials by November 12, 1982. If you are unable to return the materials by that date, please return them as soon as possible so that we may meet our schedules. We thank you for your cooperation and assure you that all information collected in the study remains completely confidential; individual students cannot be identified since the results are presented only in statistical form. If you have any questions, please feel free to call me collect at (312) 962-8950, 9:00 a.m. - 5:00 p.m. Central Time.

Sincerely,

Shirley Knight  
Project Coordinator

SK:rg



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s

Sponsored by the National Center for Education Statistics, U.S. Department of Education

Fall 1982

Dear Principal:

In the spring of 1982 a number of students from your school participated in High School and Beyond, a study being conducted for the National Center for Education Statistics by the National Opinion Research Center. As you know, an important part of High School and Beyond involves the collection of high school transcripts for some of the students participating in the study. We are currently in the process of requesting transcripts for approximately 19,000 members of the class of 1982 nationwide. The Transcripts Study is an essential part of High School and Beyond because it will allow educational patterns to be analyzed using accurate administrative data rather than the youths' subjective memory of their education. Though your school has been unable to participate in some phases of High School and Beyond, you could make an important contribution at this point, one that requires minimal time on your part.

During the 1982 Survey period we obtained a variety of documents from schools participating in High School and Beyond (School Questionnaires, Course Enrollments, Course Offerings, and Course Catalogues). In addition to requesting transcripts at this time, we are also requesting any of these documents not yet received from your school.

Attached is a list of the items enclosed in this package, as well as instructions regarding their preparation and return. The tasks we are asking your school to perform are strictly clerical in nature; we would appreciate your assignment of an appropriate staff member to this project, for which you will be reimbursed upon request, at the rate of \$1.50 per transcript.

We would appreciate the return of the transcripts and other materials by November 12, 1982. If you are unable to return the materials by that date, please return them as soon as possible so that we may meet our schedules. We thank you for your cooperation and assure you that all information collected in the study remains completely confidential; individual students cannot be identified since the results are presented only in statistical form. If you have any questions, please feel free to call me collect at (312) 962-8950, 9:00 a.m. - 5:00 p.m. Central Time.

Sincerely,

Shirley Knight  
Project Coordinator

Attachment  
SK:rf



# HIGH SCHOOL AND BEYOND

a national longitudinal study for the 1980s.

---

Sponsored by the National Center for Education Statistics, U.S. Department of Education

December 3, 1982

Dear Principal:

A few weeks ago we asked for your help in collecting transcripts for one or two of your students for the High School and Beyond study, the ten-year project sponsored by the National Center for Education Statistics. Because we have not received a reply from you during the busy opening weeks of school, we are making a special request for your help now.

Approximately 58,000 students participated in 1980, and 41,000 of the same young people participated in 1982. We are requesting transcripts for about 19,000 of them. The student transcript data that is being collected currently will provide important factual information for inclusion in the study. Each school and each student provides an irreplaceable contribution to the sample. Confidentiality is rigorously maintained.

The students whose names appear on the attached checklist told us that yours was the most recent school they attended. In most cases they signed forms permitting the release of transcript information, and we included them in the earlier mailing.

We would appreciate it if you could provide us with a transcript for the students whose names appear on the list. You will be reimbursed \$1.50 for each transcript upon request by filling out the voucher enclosed and sending it with the checklist and transcripts. A label for each student is included and should be attached to the back of the transcript. If no transcript is available, would you please make a note to that effect on the checklist and return it in the enclosed envelope?

Thank you for your cooperation. If you have any questions please do call me, collect, at (312)962-8950.

Sincerely,

Shirley Knight  
Project Coordinator

SK:db

## INSTRUCTIONS FOR PREPARING STUDENT TRANSCRIPTS

## HIGH SCHOOL AND BEYOND

Following is a list of the items enclosed in this package, as well as instructions regarding the preparation and return of the materials.

1. Student Checklist. The checklist includes the names of all students for whom we are requesting transcripts. If there is any reason why you cannot provide a transcript for a student, please state the reason in the "Comments" column.
2. Student Labels. There is one label for each student listed on the checklist. In addition to identifying the student, the label contains a question regarding the student's participation in various programs. For each student, please answer this question and affix the label to the back of his/her transcript.
3. School Record Release Forms. The participants were asked to sign School Record Release Forms authorizing the release of transcripts, test scores, and other information. Copies are enclosed; the originals are held at NORC.
4. Payment Voucher. We are prepared to pay \$1.50 for each transcript provided. If you would like payment for the transcripts furnished by your school, please complete and return the enclosed payment voucher with the transcripts and other information requested.
5. School Classification. We would like to know how your school is best categorized (regular public, alternative public, Catholic, or non-Catholic private). This question appears at the bottom of the Student Checklist. Please circle the appropriate answer and return the entire checklist to NORC.
6. Students Transferred to New Schools Form. If a student listed on the Student Checklist has transferred to another school, please return any available transcript records to NORC and, in addition, list the name and address of the new school on the Students Transferred to New Schools Form. This will allow us to obtain additional transcript records from the new school.
7. Course Catalogue or Course Descriptions. Please send us a copy of your school's Course Catalogue for Academic Year 1981-82 (a description of each course offered during that year). This will allow us to accurately process the data obtained from the transcripts.
8. Course Enrollments. Please send us your course enrollment figures for Academic Year 1981-82 (a listing of the number of students enrolled in each course your school offered during Academic Year 1981-82).
9. Return Envelope. A pre-paid, self-addressed envelope is enclosed for your convenience in returning the transcripts and other materials.

PLEASE RETURN THE STUDENT CHECKLIST ALONG WITH THE TRANSCRIPTS, COURSE CATALOGUE, AND STUDENTS TRANSFERRED TO NEW SCHOOLS FORM. THANK YOU.

TR

## INSTRUCTIONS FOR PREPARING STUDENT TRANSCRIPTS / SCHOOL DOCUMENTS

## HIGH SCHOOL AND BEYOND

Following is a list of the items enclosed in this package, as well as instructions regarding the preparation and return of the materials.

1. Student Checklist: The checklist includes the names of all students for whom we are requesting transcripts. If there is any reason why you cannot provide a transcript for a student, please state the reason in the "Comments" column.
2. Student Labels. There is one label for each student listed on the checklist. In addition to identifying the student, the label contains a question regarding the student's participation in various programs. For each student, please answer this question and affix the label to the back of his/her transcript.
3. School Record Release Forms. The participants were asked to sign School Record Release Forms authorizing the release of transcripts, test scores, and other information. Copies are enclosed; the originals are held at NORC.
4. Payment Voucher. We are prepared to pay \$1.50 for each transcript provided. If you would like payment for the transcripts furnished by your school, please complete and return the enclosed payment voucher with the transcripts and other information requested.
5. School Document Checklist. Earlier this year, we collected Course Catalogues, Course Offerings, and Course Enrollments for Academic Year 1981-82, as well as a School Questionnaire (supplied by NORC). The School Document Checklist indicates which of these documents have not been obtained from your school. (If all of these documents have been received, a School Document Checklist will not be included in the package for your school.) Please return the documents indicated with the transcripts. If you are unable to provide any of these documents, please state the reason in the "Comments" column. (Please note that by "Course Enrollments" we mean a listing of the number of students enrolled in each course your school offered during Academic Year 1981-82.)
6. Students Transferred to New Schools Form. If a student listed on the Student Checklist has transferred to another school, please return any available transcript records to NORC and, in addition, list the name and address of the new school on the Students Transferred to New Schools Form. This will allow us to obtain additional transcript records from the new school.
7. Return Envelope. A pre-paid, self-addressed envelope is enclosed for your convenience in returning the transcripts and other materials.

PLEASE RETURN THE STUDENT AND DOCUMENT CHECKLISTS ALONG WITH THE TRANSCRIPTS, SCHOOL DOCUMENTS, AND STUDENTS TRANSFERRED TO NEW SCHOOLS FORM. THANK YOU.

RG/RF

**HIGH SCHOOL AND BEYOND STUDENT CHECKLIST**

NORC  
8/82

**INSTRUCTIONS:** Please return transcripts for the students listed below. If you are unable to provide a student's transcript, please state the reason in the "COMMENTS" column, next to the student's name (e.g., "never attended our school", "transferred"). If a student has transferred to another school, please return any transcript records you have, and supply us with the name and address of the new school by completing the "STUDENTS TRANSFERRED TO NEW SCHOOLS" form.  
**\* PLEASE RETURN THIS CHECKLIST WITH THE TRANSCRIPTS \***

NORC OFFICE USE ONLY		STUDENT NAME	COMMENTS
STUDENT ID	DISP		
01)			
02)			
03)			
04)			
05)			
06)			
07)			
08)			
09)			
10)			
11)			
12)			
13)			
14)			
15)			
16)			
17)			

C.3-7

.....  
**\* IMPORTANT: ADDITIONAL INFORMATION IS LISTED ON THE REVERSE SIDE OF THIS PAGE. \***  
 .....



NOT FOR PUBLICATION

**HIGH SCHOOL AND BEYOND SCHOOL DOCUMENT CHECKLIST**NORC  
8/82

**INSTRUCTIONS:** Earlier this year, the documents listed below were collected from schools participating in "High School and Beyond". According to our records, the items marked "NOT RECEIVED" were not obtained from your school. Please return them with the student transcripts. If you are unable to provide any of these documents, please state the reason in the "COMMENTS" column, e.g., "enrollment figures not compiled - will forward", "no catalogue published". For a description of each of the documents, see below. **PLEASE RETURN THIS CHECKLIST WITH THE DOCUMENTS.**

DOCUMENT	NOT RECEIVED	COMMENTS
1) School Questionnaire		
2) Course Offerings for Academic Year 1981-82		
3) Course Catalogue or Course Descriptions for Academic Year 1981-1982		
4) Course Enrollments for Academic Year 1981-82	Not Received	

**DESCRIPTIONS OF DOCUMENTS:**

- 1) **School Questionnaire:** A 13 page questionnaire with a yellow cover containing questions about a variety of topics, including entrance and graduation requirements, disciplinary procedures, and post-secondary experiences of students from your school. It is supplied by NORC; if this document is listed above as not received, a blank copy is enclosed in this package.
- 2) **Course Offerings for Academic Year 1981-82:** A listing of all courses offered at your school during Academic Year 1981-82.
- 3) **Course Catalogue or Course Descriptions for Academic Year 1981-82:** A description of each course offered during Academic Year 1981-82.
- 4) **Course Enrollments for Academic Year 1981-82:** A listing of the number of students enrolled in each course your school offered during Academic Year 1981-82.

BEST COPY AVAILABLE

**HIGH SCHOOL AND BEYOND STUDENT CHECKLIST**

NORC  
8/82

**INSTRUCTIONS:** Please return transcripts for the students listed below. If you are unable to provide a student's transcript, please state the reason in the "COMMENTS" column, next to the student's name (e.g., "never attended our school", "transferred"). If a student has transferred to another school, please return any transcript records you have, and supply us with the name and address of the new school by completing the "STUDENTS TRANSFERRED TO NEW SCHOOLS" form.

• PLEASE RETURN THIS CHECKLIST WITH THE TRANSCRIPTS •

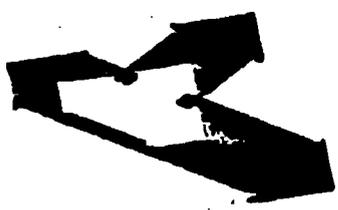
NORC OFFICE USE ONLY		STUDENT NAME	COMMENTS
STUDENT ID	DISP		
01)			

**SCHOOL CLASSIFICATION**

Which of the following categories best describes your school? (CIRCLE ONE)

- Regular public school..... 1
- Alternative public school..... 2
- Catholic school..... 3
- Non-Catholic private school.... 4

C 3-10  
HIGH SCHOOL & BEYOND  
TRANSCRIPTS REIMBURSEMENT FORM



SCHOOL NAME: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

Number of transcripts provided: \_\_\_\_\_ @ \$1.50 = \$ \_\_\_\_\_

Signature of School Official: \_\_\_\_\_

Date: \_\_\_\_\_

Please return all copies of this form.  
One copy will be returned with your payment.

FOR NORC USE ONLY

Charge: 4359 2024 039 116  
Project-Activity-Area-Account

Check #: \_\_\_\_\_

Date: \_\_\_\_\_

Amount: \$ \_\_\_\_\_

ID#: \_\_\_\_\_

\_\_\_\_\_  
(Checked & approved for payment by)

\_\_\_\_\_  
(Date)

White copy to Accounting; Yellow copy to School; Pink copy to Project

APPENDIX D: CRITICAL ITEMS

First Follow-Up School. Questionnaire

Critical Items Edit .

Q.1: As of October 1, 1981 (or the nearest date for which data are available), what was the total membership in grade 12 in your high school?

Retrieve if not complete.

Q.2: To the best of your knowledge, about what percentage of the entire 1980-1981 graduating class is now enrolled in a regular two-year or four-year college?

Retrieve only if another retrieval item exists.

Q.3: To the best of your knowledge, about what percentage of the 1980-1981 graduating class went on to post-secondary education or training of some kind OTHER THAN A JUNIOR COLLEGE OR FOUR-YEAR COLLEGE (for example, beauty school, vocational-technical school, or business school)? Do not include military service.

Retrieve only if another retrieval item exists.

Q.5: Approximately what percentage of the class of 1982 graduated early (or left early with a diploma or equivalent)? (IF NONE, WRITE "0").

Retrieve only if another retrieval item exists.

Q.6: Please estimate the approximate percentage of students in the class of 1982 and in the class of 1983 who entered the 10th grade but have since dropped out. Do not include students who transferred to another school.

Passes the edit if only class of 1982 is answered.

Q.8: About what percentage of the students who enter your school would you say need remedial or basic skills instruction in reading, English, or math?

Passes the edit if any of the three parts is answered.

Q.9: Are seniors required to pass a minimum competency (proficiency) test in order to receive a high school diploma? (CIRCLE ONE)

Retrieve if not complete.

Q.10: In what grades is a minimum competency or proficiency test given to all students? (CIRCLE AS MANY NUMBERS AS APPLY)

Retrieve if not completed.

Q.17: Please indicate whether or not this high school participates in each of the following federally assisted or financed programs. (CIRCLE ONE NUMBER ON EACH LINE)

Retrieve only if entire question is blank. If entire question is blank, retrieve on parts 17c(5), 17h(3), and 17h(4) only.

Q.22: About what percentage of 12th grade students have been given out-of-school suspensions this year for disciplinary reasons?

Retrieve if not complete.

Q.39: Do students have to take an entrance examination or meet special academic requirements to be admitted to your school?

Parts A & B not included in the retrieval.

Q.41: About what percentage of the 12th grade class transferred into this school during the 11th and 12th grades?

Part A is not included in the retrieval.

## CRITICAL ITEMS

First Follow-Up Senior Questionnaire	First Follow-Up Sophomore Questionnaires			
	In-School	Not Currently in School	Transfer Supplement	Early Graduate Supplement
1	1	1	T-2	G-1
3	2	3	T-7	G-2
6	4	7	T-8	G-7
7	7	9	T-10	G-8
9	9	12		G-10 (1)
12	12	14		G-10 (9)
16	13	16		G-11
17	14	24		G-13 (A)
18	15	27		G-13 (B)
19	16	32		
20	19	25 (1)		
21	24	35 (9)		
22	34	36		
24(1)	40	38		
24(9)	52	40		
30	53	44		
30C	54	45		
31	55	48		
33A	56	59		
43	77	50		
44	80	51		
45B	86	52		
46B	95	53		
50	99	58		
55	101	64		
65	102	67		
68	103	70		
76	111	75		
83	113	83		
	119	85		
	122			
	128			